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ABSTRACT

Procedures, methodology, and findings are reported for a six-part study undertaken by Gainesville Junior College (GJC) to: assess the economic impact of the college on its service area; determine community attitudes concerning the degree to which GJC has met stated goals and objectives; and identify needed services and programs that GJC has yet to provide. Part I of the report examines the economic impact of the college, based on a model designed to assess college-related business volume, college-related expenditures, expansions of area bank credit as a result of college-related deposits, the amount of local property taxes paid by faculty and staff, the personal income of area residents employed at GJC, and the durable goods consumption of those employees. Parts II through VI describe the purposes, procedures, and findings of five community surveys: (1) interviews with 91 recognized community leaders; (2) a survey of area high school seniors and counselors; (3) a telephone survey of 952 randomly selected GJC alumni; (4) a survey of GJC administrators, faculty, and staff; and (5) a survey of 400 GJC students. Among other items, the surveys solicited information on: awareness of GJC programs and services; community problems and needs; community attitudes toward the quality of GJC programs and services; and areas in which GJC could improve. Survey instruments are appended. (JP)

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GAINESVILLE JUNIOR COLLEGE

COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

Steering Committee:

Dr. Barbara Webster, Chairman
Dr. Louise Holcomb
Dr. Jack Jones
Dr. Norma Seerley

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REPORT OF THE
GAINESVILLE JUNIOR COLLEGE
COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

Foreword

A Community Impact Study/Needs Assessment Inventory has been conducted by Gainesville Junior College during Spring, 1980. The overall, general purpose of the study was to answer three questions: (1) What sort of educational, cultural, social, and economic impact is the College making on its community? (2) How well is the College meeting its stated goals and objectives? and (3) Are there programs and services the community needs that the College could provide that it is not now providing?

Data gathered during such a study are invaluable for the institutional planning process. It is an acknowledged fact that the starting point in attempting to plan and to change anything is to determine first what the present situation is. Once the current situation is assessed and understood, specific goals for action may be set. Gainesville Junior College's Community Impact Study/Needs Assessment Inventory was designed to provide a meaningful assessment of the College's current situation and how it impacts upon its community as the basis from which the College may more wisely chart its course for the next decade.

More specifically, an understanding of the data gathered during the study should be useful to the Gainesville Junior College Strategic Planning Committee along with appropriate administrators and faculty members to:

1. identify existing educational, social, and cultural needs and problems which the College might meet during the next decade,
2. determine a priority of needs and problems to be studied and solved,
3. study the selected needs and problems, determine specific goals and means to meet the needs and problems,

4. develop a specific plan of action, taking into account financial and other relevant restraints,

5. act, carrying out the plan of action, and

6. evaluate the total process.

Once such a study-planning-action-evaluation process is institutionalized, long-range planning becomes a continuous, never-ending process. This is the goal of Gainesville Junior College.

In order to facilitate the gathering of data for the Community Impact Study/Needs Assessment Inventory the study was divided into two broad parts. One part was an economic impact study which focused specifically on the economic impact that Gainesville Junior College had on its community. The other part entailed a series of studies of six relevant populations: individuals who are active in community affairs, designated in this study as "community leaders"; high school counselors; high school seniors; GJC students; GJC alumni; and GJC faculty and staff. Survey data gathered from these six populations provide the bulk of the information base for determining the educational, social, and cultural impacts on the community; how well the College is meeting its stated goals and objectives; and what the College might do that it is not now doing.

It was determined that the entire study "community" would be defined as Hall, Barrow, Forsyth, Jackson, and Gwinnett (northern half) Counties. Ideally, the study would have included the other areas from which Gainesville Junior College students are drawn, but financial and temporal limitations necessitated restricting the study to these five counties. However, over 80 percent of the College's students live within the areas delineated as the "community."

A Steering Committee was appointed to execute the study. Those serving on the committee and their major responsibilities were as follows: Dr. Barbara Webster, chairman and coordinator of the alumni interviews, faculty and staff surveys; Dr. Jack Jones, coordinator of the student surveys; Dr. Louise Holcomb, coordinator of the high school senior and high school counselor surveys; and Dr. Norma R. Seerley, coordinator of the community leaders interviews.

Two external consultants were invited to assist in the total process of the study: Dr. Harold L. Nix, Professor of Sociology and Institute of Community and Area Development, University of Georgia; and Dr. Ed T. Godbey, Director, Education Improvement Program, Southern Association of Colleges and Schools.

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REPORT OF THE
ECONOMIC IMPACT SEGMENT
OF THE
GAINESVILLE JUNIOR COLLEGE
COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

by

JACK WOLF

REPORT OF THE
ECONOMIC IMPACT SEGMENT
OF THE
COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

Purpose

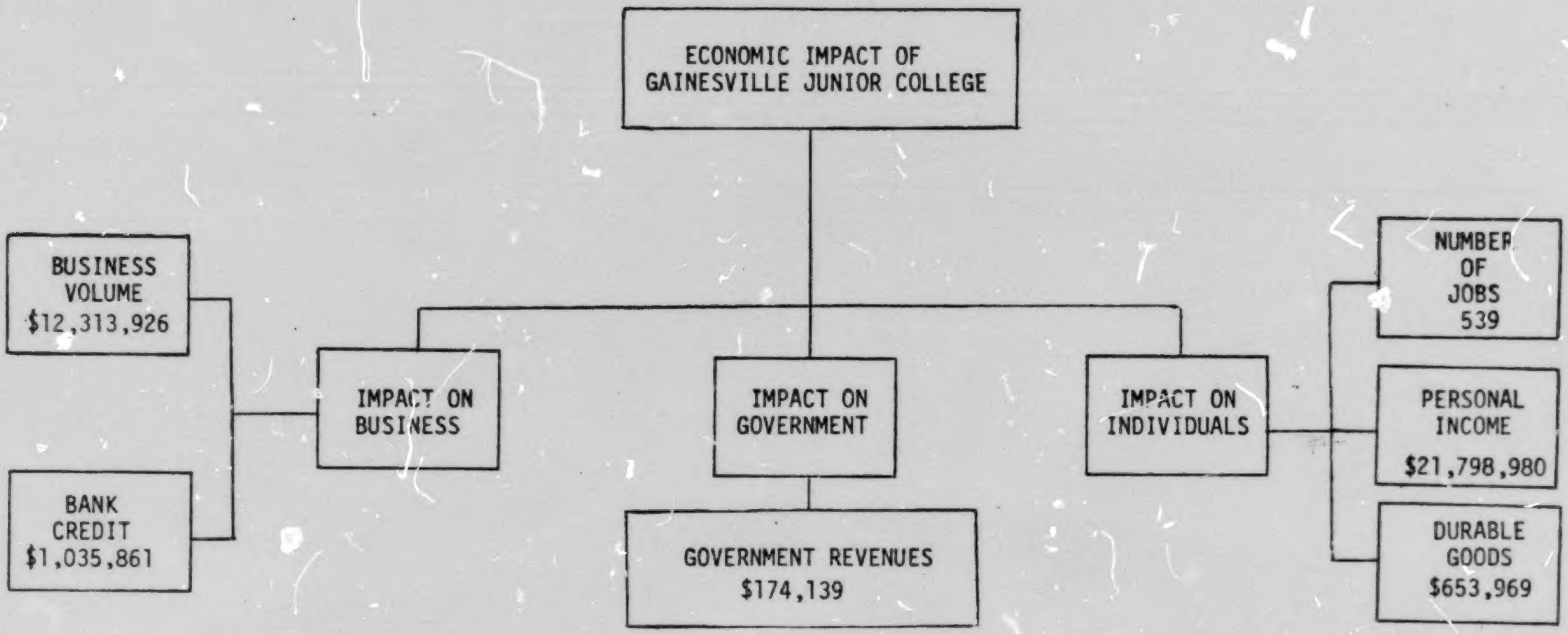
Gainesville Junior College opened its doors to students in 1966. Since that time the school has seen rapid growth and has contributed to the cultural, educational and economic progress of the area. From an initial enrollment of 406 students, Gainesville Junior College has grown to an enrollment of 1324 students as of Spring Quarter, 1980. The College offers a number of transfer and degree programs and has a wide selection of continuing education courses. The College enriches the area through its fine arts programs, cultural events, and athletic competition. Besides these obvious contributions, Gainesville Junior College also has a tremendous economic impact upon the area. The economic impact on the Hall County area was originally calculated in September, 1976. It is the purpose of this study to elaborate upon this initial report and to also expand upon the area being studied. The area under consideration is Hall County, Barrow County, Jackson County, Forsyth County, and the Northern half of Gwinnett County (these counties will be referred to as the economic region throughout this report).

Procedure

This report is based on a combination of similar reports that have been made over the last ten years dealing with the economic effect of institutions of higher education upon surrounding areas. The models and methodology displayed are based upon a pilot study made by the American Council on Education. This A.C.E. Study was tested for methods and procedures at the six Claremont Colleges, Oakland University in Michigan, and again at the University of Pittsburg in 1971. The A.C.E. Study developed a number of separate modes which measure the cash flow between the institution and local business, local government and individuals. Incorporating these methods used in similar studies (see bibliography), this report focuses upon the areas shown in Table I.

TABLE 1

THE ECONOMIC IMPACT OF GAINESVILLE JUNIOR COLLEGE ON THE ECONOMIC REGION, 1980


ECONOMIC IMPACT OF GAINESVILLE JUNIOR COLLEGE
IMPACT ON BUSINESS
IMPACT ON GOVERNMENT
IMPACT ON INDIVIDUALS
BUSINESS VOLUME $12,313,926
BANK CREDIT $1,035,861
GOVERNMENT REVENUES $174,139
NUMBER OF JOBS 539
PERSONAL INCOME $21,798,980
DURABLE GOODS $653,969

In order to measure the impact on the business sector, two areas were examined: (1) Business Volume and (2) Bank Credit.

In order to measure the effect of Gainesville Junior College on the government sector, an estimate was made of the revenues flowing into the local government as a result of the institution.

Finally the impact upon the individual sector was measured by three models: (1) the jobs available, (2) the personal income in the area from the College's influence, and (3) durable goods which were procured from income provided by college activities.

Much of the data used in computing the above models has been obtained from the Comptroller of Gainesville Junior College, various financial institutions, and local government offices. Faculty, staff, and student spending patterns were found by use of questionnaires (see Appendices A and B).

The questionnaire was presented to a sample of the student body combining both day and night students. A total of 425 replies was received and accounted for 32 percent of the student body. Questionnaires were also sent to every faculty and staff member and a total of 82 replies was received which represents 51 percent of the total faculty and staff. According to the replies received from the students, the sample tends to be fairly representative of the total population. The replies were represented by 45 percent male and 55 percent female as compared to the actual 50 percent male and 50 percent female population.

Areas of Impact and Income Multiplier

This report recognized three areas of impact: (1) business, (2) government, and (3) individuals. A more complete model description can be found by referring to Table 1 and the Summary and Conclusions.

The report also makes use of a series of multipliers. When additional money flows into a community, it passes through a number of hands. Each time a dollar is spent, it becomes income to an individual who saves a fraction of it, but re-spends the rest, and so on.

The results of these rounds of spending are quite significant. Each dollar of new spending will increase the total income of the area by some larger, or multiplied amount of the original spent as the same dollar circulates from recipient to recipient. The number of times the final increase in income exceeds the original expenditure is called the "multiplier".

The magnitude of the multiplier for a given area depends upon a number of factors, including its income and employment levels, its industrial base, and the spending and saving patterns of its residents. The multiplier for a large industrial area with a relatively small import balance tends to be large and for a small area that imports a large proportion of its industrial products, building materials, processed foods, and consumer durables, the multiplier would be small.

The multiplier for the United States has been estimated to be somewhere between 2.0 and 3.0. In 1963, the U.S. multiplier was estimated to be 3.0. Estimates for other states and areas can also be observed.

(1) State of Kentucky : Multiplier of 1.67
(2) State of Oklahoma : Multiplier of 1.73
(3) Tuscaloosa County, Alabama: Multiplier of 4.35
(4) State of Mississippi : Multiplier of 4.35
(5) City of Atlanta : Multiplier of 3.30

Taking these multipliers into consideration and observing the Gainesville-Hall County area, the writer feels that an appropriate multiplier would be approximately 2.5. This estimate seems conservative when compared to the multipliers of 4.35 for Tuscaloosa County, Alabama and the 3.30 estimate for Atlanta.

All of the multipliers used operate in a similar manner and it should be noted that multiplier effects can only be statistically estimated. It is simply impossible to trace each actual round of spending throughout the economy.

Results and Conclusions

The results of this study are given in the following table and paragraphs as impacts on business, government, and individuals. Each of the three major areas has subdivisions detailing separate impacts. The study used six models to estimate the impacts.

SUMMARY OF IMPACTS

Business Impact Model	Impact On Economic Region
Business Volume	$12,313,926.40
Bank Credit Base	$ 1,035,860.76
Government Revenue	$ 174,139.19
Local Jobs Created	539
Personal Income	$21,798,980.00
Durable Goods Consumption	$ 653,969.40

Business Impact Model

This part of the study measures the level of local expenditures by Gainesville Junior College itself, its employees, and its students. The income that the faculty, staff, and students spend is distributed locally on such items as rent, mortgage payments, food and beverages, insurance, auto-related expenses, services, and the like (see Appendices A and B). These direct expenditures have an impact of some magnitude upon the economic region. As mentioned earlier, direct expenditures will have a multiplying effect upon the community as a result of spending by individuals not directly related to Gainesville Junior College. A second major impact area related to the business sector is the expansion of local banks' credit base resulting from deposits and loans involving college-related personnel and students.

Business Volume. The business volume attributed to Gainesville Junior College was estimated at $12,313,926.40. The impact of business volume was estimated from purchases made by faculty, staff, and students as well as local merchants to support their Junior College related business. "Second Round" purchases were also included. The figure is a conservative one since the results of the questionnaire seemed a bit low compared to similar studies made. The business volume estimate was determined by displaying a number of models. As stated earlier, the figures were obtained through various offices and through the use of a questionnaire.

Model B-1 College-Related Business Volume

(BV_C)

$$BV_C = E_C + E_B + E_I$$

$$\$12{,}313{,}926.40 = \$7{,}696{,}204.00 + \$769{,}620.40 + \$3{,}848{,}102.00$$

BV_C = Business Volume

E_C = College-related expenditures

E_B = Purchases from local sources by local Business in support of college-related business volume

E_I = Local Business Volume stimulated by expenditures of Individuals other than college personnel

Model B-1a College-Related Expenditures

(E_C)

$$E_C = E_G + E_F + E_S$$

$$\$7{,}696{,}204.00 = \$726{,}204.00 + \$1{,}120{,}000.00 + \$5{,}850{,}000.00$$

E_G = Expenditures by Gainesville Junior College. This function was calculated by an examination of the dollars spent by Gainesville Junior College less faculty and staff compensation and payments to local government which are located elsewhere in this study.

E_F = Expenditures by Faculty and Staff. This function was calculated from the results of the questionnaire distributed to faculty and staff. Nineteen different items of spending were measured for the given economic region. A total annual expenditure was calculated to be $1,120,000.00.

E_S = Expenditures by Students. This function was calculated in the same manner as the faculty and staff expenditures. One of the drawbacks in the student questionnaire was the fact that a number of the students reside at home and don't know how much is being spent on them by their parents. However, enough completed questionnaires were returned in order to make calculations. The total dollar expenditures of students was calculated to be $5,850,000.00.

Model B-1b Purchases from Local Sources by Local Businesses in Support of Their College-Related Business Volume

$$E_B = (m)\,(E_C)$$

$$\$769{,}620.40 = (.10)\,(\$7{,}696{,}204.00)$$

m = Coefficient representing the degree to which local business purchase goods and services from local sources.

E_C = College related expenditures. This is one of the two secondary or multiplier effects measured by the expenditure model. The total sum of college-related expenditures (Model B-1a) is multiplied by an estimated coefficient. The coefficient is the extent to which the money expended is used to buy business inventory from local services. The smaller the coefficient the less the impact the College has on the secondary effects in the community. The coefficient has been calculated to be 0.10.

Model B-1c Local Business Volume Stimulated By Expenditures of Individuals Other Than College Personnel (B_I)

$$B_I = (m)(E_C)$$

$$\$3,848,102.00 = (.50)(\$7,696,204.00)$$

m = Coefficient representing the degree to which individual income received from local business activity is spent and re-spent locally.

E_C = College-related expenditures. This variable differs from the one above in that it involves how the secondary effect of college expenditures is spent locally by individuals rather than businesses. The variable is the product of college-related expenditures (Model B-1a) and a coefficient. This coefficient has been calculated at 0.50 .

Model B-2 Expansions of Total Banks' Credit Base as a Result of College-Related Deposits

$$\begin{aligned} CB = {} & (1 - t)(TD_C + TD_F(F) + TD_S(S)) + \\ & (1 - d)(DD_C + DD_F(F) + DD_S(S)) + \\ & BV_C(C_{bv}) \end{aligned}$$

$$\begin{aligned} \$1,035,860.76 = {} & (1-.0575)[\$120,000.00 + \$800.00(160) + \$55.00(1320)] + \\ & (1 - .12)[\$120,000.00 + \$400.00(160) + \$100.00(1320)] + \\ & \$12,313,926(.037) \end{aligned}$$

t = Local time deposit reserve requirement

TD_C = Average time deposit of the College in local banks

TD_F = Average time deposits of each faculty and staff person in local banks

F = Total number of faculty and staff

TD_S = Average time deposit of each student in local banks

S = Total number of students

d = Local demand deposit reserve requirement

DD_C = Average demand deposit of the College in local banks

DD_F = Average demand deposit of each faculty and staff person in local banks

DD_S = Average demand deposit of each student in local banks

C_{bv} = Cash-to-business ratio

BV_C = College-related local business volume

Faculty, staff, and students have both time deposits (savings) and demand deposits (checking) in local banks. The U.S. banking system operates on the basis of reserve requirements. The current reserve requirements for time deposits is between three percent and six percent depending upon the size of deposits. The demand deposit reserve requirement is presently 12 percent. If, for instance, a person would deposit \$100 in a savings account, approximately six dollars would be held in reserve and \$94 could be lent out. The same is true for checking accounts with a higher reserve ratio. What this means is that for every dollar deposited by the College, faculty, staff, and students, the potential lending power of the banks is increased which in turn increases business activity in the area. In addition business normally keeps a certain amount of cash in checking accounts in local banks. This ratio of cash-to-business volume is estimated to be 3.7 percent by the U.S. Internal Revenue Service.

Model G College-Related Revenues Reserved by Local Government (R_{CR})

$$R_{CR} = R_{RE} + R_{NRE} + R_{ST}$$

$$\$174{,}139.19 = \$32{,}500.00 + \$18{,}500.00 + \$123{,}139.19$$

R_{RE} = College-Related Real Estate Taxes Paid to Local Government. This calculates the amount of Real Estate taxes paid by faculty and staff residing in the area. The average assessed valuation of real property was found through the tax commissioner's office. This figure was then mutiplied by the average real estate tax rate for the area to obtain the average real estate taxes which in turn was multiplied by the number of faculty and staff owning houses in the area.

R_{NRE} = Other College-Related Property Taxes Paid to Local Government. This figure estimates the amount of property tax paid by the faculty and staff on property owned other than real estate. This figure was calculated by arriving at an average property value per household in the area and multiplying this value times the average tax rate and then multiplying this times the total number of faculty and staff residing in the area.

R_{ST} = Sales Tax Revenue Received by Local Government as a Result of College-Related Local Purchases

$$R_{ST} = (ST) \left(\frac{BV}{BV_L}\right)$$

$$\$123{,}139.19 = (\$845{,}366.00) \left(\frac{\$12{,}313{,}926.00}{\$84{,}536{,}650.00}\right)$$

BV = Business volume
BV_L = Amount of business volume within the area under study
ST = Total sales tax dollars in the area under study

Local governments receive one cent on each four cents of sales tax collected locally. This means the local area gets 25 percent of the total sales taxes. If this is multiplied by the ratio of college-related business volume ($\frac{BV_C}{BV_L}$) the result will be total sales tax used locally by area governments as a result of the presence of the College.

Model I-1 Personal Income of Local Individuals from College-Related Jobs and Business Activity (PI)

$$PI = [PI_F + PI_S (S)]\ k$$

$$\$21{,}798{,}980.00 = [\$2{,}053{,}592.00 + \$5{,}050.00 (1320)]\ 2.5$$

PI_F = Personal Income of Faculty and Staff
PI_S = Personal Income of Students
S = Number of Students
k = Income Multiplier

As noted in the introduction the injection of income into a given economic region will have a multiplying effect upon the region's income. Part of one person's income is spent and in turn becomes income to the next person and so on. The average student income was calculated from the questionnaire results and the total income of the faculty and staff was received from the Comptroller's office.

Model I-2 Durable Goods Processed with Income from College-Related Jobs and Business Activities (DG_{CR})

$$DG_{CR} = (c)\ (PI)$$

$$\$653{,}969.40 = (.03)\ (\$21{,}798{,}980.00)$$

Durable goods are those house furnishings which have a relatively long life span such as furniture, washers and dryers, and T.V. sets. The cost of durable goods purchased with income from college-related sources was calculated by multiplying the total College-related personal income by a coefficient. The coefficient (.03) was calculated from U.S. Department of Labor Bulletin 455.3 Average Annual Expenditures for Commodity and Service Groups Classified by Nine Family Characteristics for southern families.

Model I-3 Number of Local Jobs Attributed to the Presence of Gainesville Junior College

$$J = F + (j)\ (E_C)$$

$$539 = 160 + (.00007)\ (\$7{,}696{,}204.00)$$

F = Total Number of Faculty and Staff

j = Full time jobs per dollar of direct expenditures in local area

E_C = College-related local expenditures

The number of jobs created by the presence of Gainesville Junior College is determined by the actual number of College-related jobs plus the number of jobs created by the income and spending of Gainesville Junior College related faculty, staff, and students. The job multiplier in this case has been estimated to be .00007.

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REPORT OF THE COMMUNITY LEADER SEGMENT OF THE GAINESVILLE JUNIOR COLLEGE COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

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REPORT OF THE
COMMUNITY LEADER SEGMENT
OF THE
COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

Spring, 1980

Purpose

This report concerns the community leader segment of the larger Gainesville Junior College Community Impact Study/Needs Assessment Inventory. The general purpose of the community leader segment was threefold: (1) to evaluate from the community perspective the on-going programs, services, facilities, and personnel of the College; (2) to identify the felt educational needs the community has which the College might meet and services the College might offer; and (3) to heighten the awareness of and interest in Gainesville Junior College.

Procedure

The community leader study utilized a variation of a research method of study known as the "community reconnaissance method". This method provides a quick, efficient technique for gathering data concerning the community by using a sample of community leaders as the informants. While the reflection of the community as given by the sample of leaders cannot be considered a complete view of the community, efforts were made to include respondents representative of the numerous types and levels of community groups. Nevertheless, it should be noted that this report reflects the views and problems of groups typically underrepresented, such as lower socio-economic groups, only to the extent that the leader respondents who represented the people of these groups could and would communicate their views. However, the leadership approach to gaining data concerning the community has proven to be an economical, quick technique for gathering broad, general information for planning purposes. It is believed that the insights provided by the sample of leaders, combined with the data gathered through the other impact/assessment surveys, make available an adequately accurate, general picture of Gainesville Junior College's current situation.

Selection of Leader Sample. A combination of known methods for the location of leader respondents was used. By using a combination of various techniques, it is believed that an adequate sample of both general and specialized leaders who serve to represent the general population of the community is tapped for interviewing. The first technique used for delineating leaders is called the panel nomination method whereby a broadly representative and knowledgeable group is selected to serve as a panel to fill out nomination questionnaires (Appendix C). The Gainesville Junior College Board of Trustees served in this capacity. A letter (Appendix D) from the College President was mailed to each trustee along with a nomination questionnaire. The trustees were asked to name about four persons from each of the five counties (Hall, Barrow, Forsyth, Jackson, northern half of Gwinnett) in the "community" whom they consider to be most influential in general affairs. In addition, they were asked to name about two leaders in each of the following fifteen specialized or typically underrepresented categories: business and industry, political, "cultural affairs", civic affairs, women, blacks, education, health and medicine, welfare and social services, religion, labor or working class, communications (mass media), recreation, law and law enforcement, and agriculture. Each panel member named specialized and typically underrepresented-group leaders for his own county. Nominations were sent to an University of Georgia research consultant to be tallied. It was determined that those mentioned three or more times would be part of the leader pool from which the sample would be determined.

The second technique utilized is called the *positional* approach. This method involves preparing a list of top positional leaders from available official documents. Included on the list are persons occupying top positions in such areas as government, civic and cultural affairs, education, law, business and industry, religion, and communications.

Due to financial and time limitations, it was predetermined that a total of approximately 100 community persons should be interviewed, about one-half from Hall County and the other half from the area counties of Barrow, Forsyth, Jackson, and the northern half of Gwinnett. With the restricted number of persons who were to be interviewed in the relatively large geographical area that the four area counties cover, it was decided that the final list of potential respondents would be prepared on a slightly different basis for these area counties than for Hall County. For Hall County, the list of nominated persons was combined with the positional list. By eliminating overlap and assuring leader representation of the specialized categories and typically underrepresented groups (blacks, women, etc.), a list of 60 potential respondents from Hall County resulted. Area county respondents were selected primarily on a positional basis although the panel nominations were used where there were several persons occupying similar positions. It was decided that individuals who were to be interviewed in the area counties would be occupants of positions representing one of the following areas: political, education, law, communications, civic affairs (Chamber of Commerce), religion, major business or industry. A total of 47 persons was identified in the area counties as potential respondents.

During the interview process in Hall County, a third technique was employed called the *snowball* technique. The respondents were asked to name up to six of the most influential leaders in the county. The purpose of this was to assure that any county-wide leaders whose names were not already in the leader pool would be added, in case additional respondents were needed. Only two new names emerged, neither of whom was interviewed since additional respondents were not needed to meet the desired 50 total respondents. The snowball technique was not used during the interviewing in the area counties since the positional technique was the primary technique used, and an ample number of potential respondents was identified through the panel nomination and positional methods.

Hence, a list of 107 potential respondents was prepared by the University of Georgia research consultant. A total of ninety-one (85 percent) of these was subsequently interviewed. Fifty respondents were from Hall County, ten from each of Barrow, Forsyth, and Gwinnett Counties, and eleven from Jackson County.

Characteristics of Respondents. What sorts of persons were the 91 who were interviewed? Table 1 summarizes the respondents according to various characteristics. The respondents exhibited the following characteristics: one-half were in the 50-62 year-age range, while slightly over one-third were 35-49 years old. Less than six percent were under 36 years old and almost 8 percent were over 62 years of age. Of those interviewed, 81 percent were males and 19 percent were females. In terms of race, 91.2 percent were white and 8.8 percent were black. Occupationally, one-fourth were in business or industry, 14 percent were involved in civic or cultural affairs, 14 percent occupied an elected office, nearly 10 percent worked in communications, another 10 percent in law or law enforcement, 7.7 percent in religious-type work, and 6.6 percent in some type of human social services. The respondents were generally well-educated on the average. The average number of school years completed was 16.6. Over three-fourths had completed at least four years of college, over 14 percent attended some

TABLE 1

CHARACTERISTICS OF 91 LEADER RESPONDENTS IN HALL, BARROW, FORSYTH, GWINNETT, AND JACKSON COUNTIES

SPRING, 1980

	Characteristic	%
Age:	Less than 35 years	5.5
	35-49 years	36.3
	50-62 years	50.5
	Over 62 years	7.7
Sex:	Male	81.3
	Female	18.7
Race:	White	91.2
	Black	8.8
Occupation:	Business/industry, including agriculture	26.3
	Civic/cultural affairs, including Chamber of Commerce, volunteers	14.3
	Communications	9.9
	Education	11.0
	Human social services[1]	6.6
	Law/law enforcement	9.9
	Political (elected and appointed)[2]	14.3
	Religion	7.7
Education:	Less than high school	2.2
	High school graduate	6.7
	Some college	14.4
	College graduate	76.7
	Mean (years)	(16.6)

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[1] Includes positions in social service agencies, recreation, health and medicine.

[2] Includes elected-political office holders, persons appointed to political offices, community developers; excludes persons in education.

college, 6.7 percent were high school graduates, and 2.2 percent completed less than 12 years of education.

Interview Schedule Construction. The interview schedule (Appendix E) was developed by a Community Impact Study/Needs Assessment Steering Committee. The first step involved determining the dimensions concerning the College that should be studied from a community viewpoint. Following are the dimensions of the College that were determined to be studied using the perspectives of the sample of community leaders:

1. Attitudes and evaluations of College--its image, programs (academic and CEU credit), facilities, services, personnel, cultural activities, recreational activities.
2. Educational needs the community feels the College can/should meet and services it should offer.
3. Social relationships:
    a. GJC faculty to community.
    b. GJC administrators to community.
    c. GJC students to community.

The second step involved the formation of and a meeting with an advisory committee consisting of a representative sample of persons from the five-county community. Nine of the fifteen persons invited by the College President to attend a luncheon meeting were able to attend. A presentation was given to the advisory committee using overhead transparencies to explain the purpose and objectives of the study, the dimensions identified to be studied, and the techniques to be employed. Several suggestions and ideas were given. These were subsequently incorporated into the interview schedule and the procedure used in the data-gathering process.

The interview schedule was then constructed around the dimensions identified to be studied. After refining the instrument, the Steering Committee met with the University of Georgia research consultant, and a consultant from the Southern Association of Colleges and Schools for further refinement suggestions.

Pre-testing of the interview schedule followed, using knowledgeable faculty members from the community and one of the advisory committee members, after which final refinements were made.

Data Collection. Scheduling for the interviews was divided into three general time blocks: first, interviewing was conducted in Hall County; second, the area-county leaders were interviewed; and third, a "mop-up" interview period was set up to interview those who were unavailable for interviews earlier, but wanted to participate. The interviews were completed within a three-week time period.

In preparation for the interviewing, the College President sent a personal letter (Appendix F) informing each potential respondent of the nature of the study and the planned interview procedure. Appointment calls followed shortly from the President's Office. The Hall County interviews were held in the new City-County Administration Building in downtown Gainesville, a centrally-located, well-known building to most interviewees. The actual interviewing was conducted by a research team from the University of Georgia. The team consisted of the consultant who worked with the Steering Committee during the entire study and the members of his sociology class who were studying the community and community research methods. The Steering Committee assisted in the training of the research-team members.

Interviewing in the area counties was also conducted by the University of Georgia research team. However, the interviews occurred in a location selected by the interviewees. In most cases the interviewing took place in the interviewees' offices.

Data Analysis

An awareness of the image that a college has in its community is crucial for understanding and planning for any college, but especially for a public institution which has as part of its stated mission that it is to serve the needs of the community in which it is located. How does the community see the college? What are the College's strong points? What aspects need improvement? Is the College doing what the community thinks the College should be doing? Is the community aware of College programs and activities? This section will provide a descriptive analysis of these dimensions as seen through the eyes of the sample of 91 community leaders. It must be remembered that while an effort was made for the leaders to be representative of all sectors of the community, the views expressed by the respondents are of necessity colored by the positions the respondents hold. It is believed, however, that the information provided by the leaders' responses does give the needed general picture of Gainesville Junior College within its current community context.

In an attempt to learn how the community views the college, each respondent was asked the open-ended question, "What do you consider GJC's strongest points to be?" This question was followed by, "No college is perfect, of course. What are some ways you think GJC could improve?" Interpreting responses to such open-ended questions is difficult in that respondents from different perspectives often express the same sentiments variously, some state exactly opposite feelings and ideas, and still others may take varying positions in between the two extremes. However, such open-ended questions without pre-structured responses give the respondents an opportunity to express their thoughts and ideas spontaneously without bias or focus. Such responses are believed to be most useful in gaining an understanding of all of the dimensions being studied.

GJC's Strongest Points. The question "What do you consider GJC's strongest points to be?" elicited a total of 256 responses. The responses to this question are summarized in tables 2, 3, and 4.

In Table 2 the responses are grouped into five broad, general

TABLE 2

RANK ORDER OF GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Rank	General Category	No. Times Mentioned
1	Services	101
	Academic: 67	
	Non-academic: 12	
	Personal Growth: 22	
2	Relationships	51
	With community: 25	
	Among students-faculty-adminstration: 17	
	With other institutions: 9	
3	Facilities	49
4	Personnel	37
5	Miscellaneous	18
	TOTALS STRONG POINTS:	256

TABLE 3

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Strongest Points	No. Times Mentioned		
	Hall County	Other Counties[1]	TOTAL
I. Services (Total: 101)			
A. Academic Services			
1. Transfer, Career, Personalized Education Programs			
a. Program quality: strong/excellent academic programs; good standards maintained; good preparation for four-year schools; good liberal arts education	16	14	30
b. Arts programs: good/strong drama department; progressiveness in fine arts, especially drama	6	0	6
c. Personalized Education Program: good remedial program; quality program; can work with low-quality students	4	0	4
d. Career programs: good career/vocational programs; training	0	5	5
e. Individualized training	1	0	1
f. Wide-range of programs	1	2	3
g. Quality students produced	1	0	1
h. Willingness to explore new teaching methods	0	1	1
2. Continuing Education/Public Service Program			
a. Is responsive to community needs	9	1	10
b. Programs: good programs; is respected in community; good night programs; provides good programs such as crafts, classes, short courses, recreation	4	2	6
Sub-Total Academic Services	42	25	67

TABLE 3 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Strongest Points	No. Times Mentioned		
	Hall County	Other Counties[1]	TOTAL
B. Non-Academic Services			
1. Strong cultural affairs program	0	1	1
2. Sports: strong athletics/ sports department; respected program	4	3	7
3. Admissions: acceptance of non-traditional students; less hostile to get into than UGA	0	2	2
4. Good scholarship program	1	0	1
5. Scheduling for working people	0	1	1
Sub-Total Non-Academic Services:	5	7	12
C. Personal Growth			
1. Educational Opportunity: provides educational opportunity for area youth; gives opportunity to people who would not go to college otherwise	13	0	13
2. Maturation Opportunity: gives young a chance to "grow up"/get feet on ground/see if "college material"	2	7	9
Sub-Total Personal Growth:	15	7	22
TOTAL SERVICES:	62	39	101

TABLE 3 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

	No. Times Mentioned		
Strongest Points	Hall County	Other Counties[1]	TOTAL
II. Relationships (Total: 51)			
A. Community Relationships			
1. Involvement in community; cooperation with community; community-oriented faculty	8	2	10
2. Positive image in community; good reputation; high level acceptance in community	7	1	8
3. Cultural impact on community	2	0	2
4. Financial impact on community	2	0	2
5. Administration's involvement with community leaders	1	0	1
6. Impact of students from other areas in community	1	0	1
7. Good public relations	1	0	1
Sub-Total Community Relationships:	22	3	25
B. Student-Faculty-Administration Relationships			
1. Good faculty-student relationships/ratio	5	9	14
2. Good student-student relationships	1	0	1
3. Faculty-administration cooperation	1	0	1
4. Personal atmosphere	0	1	1
Sub-Total Student-Faculty-Administration Relationships:	7	10	17

TABLE 3 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Strongest Points	No. Times Mentioned		
	Hall County	Other Counties[1]	TOTAL
C. Other-Educational Institution Relationships			
1. Relationship to University System/UGA; ease of transfer to UGA	2	2	4
2. Working stronger with Brenau	1	0	1
3. Cooperation with area schools; joint high school programs	2	2	4
Sub-Total Other-Educational Institution Relationships:	5	4	9
TOTAL RELATIONSHIPS:	34	17	51
III. Facilities (Total: 49)			
A. Location: close/convenient/accessible/available	10	28	38
B. Facilities: good facilities; recreational facilities available to community; good library, student center	5	3	8
C. Beautiful campus; setting	1	1	2
D. Non-resident policy allows emphasis to be on academics, not social life	1	0	1
TOTAL FACILITIES:	17	32	49

TABLE 3 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Strongest Points	No. Times Mentioned Hall County	Other Counties[1]	TOTAL
IV. Personnel (Total: 37)			
A. Administrators: fine president; strong leadership; superior/good/capable/outstanding/efficient administration	19	4	23
B. Faculty: good/excellent/diversified/strong/efficient faculty	11	2	13
C. Good Board of Trustees	0	1	1
TOTAL PERSONNEL:	30	7	37
V. Miscellaneous Comments (Total: 18)			
A. Cost: low cost; economical; saves money	4	9	13
B. Students can work and go to college	2	1	3
C. Successful functioning as two-year school	1	0	1
D. College's mission--to serve all ages	1	0	1
TOTAL MISCELLANEOUS COMMENTS:	8	10	18
TOTAL STRONG POINTS:	151	105	256

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[1] Other counties include Barrow, Forsyth, Jackson and the northern half of Gwinnett.

TABLE 4

RANK ORDER OF GJC'S TOP 10 SPECIFIC STRONGEST POINTS AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Rank	Strongest Points	No. Times Mentioned
1	Location	38
2	Quality of academic programs	30
3	Administration	23
4	Faculty-student relationships	14
5	Faculty	13
5	Educational opportunity provided local youth	13
5	Cost	13
8	Involvement with community	10
9	Continuing Education's responsiveness to community needs	10
10	Maturation opportunity provided youth	9

categories: services (includes academic, non-academic, and personal growth services); relationships (includes relationships to the community, among students-faculty-administration, and other-institution relationships); facilities; personnel; and miscellaneous (includes comments which could not be categorized logically otherwise). Over 100 comments were made about the services, nearly twice as many comments as any other aspect of the college. The good relationships with the community and other institutions, and among students-faculty-administration were mentioned a total of 51 times. There were 49 comments made concerning the College facilities, and personnel were mentioned 37 times as being an asset to the College.

The data in Table 3 are a breakdown of the general categories used in Table 2 into the specific comments made by the respondents. In Table 3 a comparison is made of the frequency of comments by the Hall County respondents with the number of comments made by the respondents in the other counties (Barrow, Forsyth, Jackson, northern half of Gwinnett). It was believed that there might be a difference in the expressed views of those from Hall County and the other counties. The major difference in the two groups was that the Hall County respondents made a greater percentage of comments in all categories except those concerning the facilities.

Gainesville Junior College's top ten specific strongest points are ranked in Table 4. The location of the College was mentioned most often as a strong point, the quality of the academic programs second most often, and the administrative personnel third most frequently. Faculty-student relationships, the quality of the faculty, the educational opportunity provided for local youths, and the low-cost to attend the college were seen as strong points of GJC. The College's involvement in the commmunity, the Continuing Education department's responsiveness to the community's needs, and the fact that the College provides a maturation opportunity for youth are also among the aspects of the College mentioned as the strongest points.

Ways GJC Could Improve. There were 133 responses given to the open-ended question, "What are some ways Gainesville Junior College could improve?" The responses to this open-ended question are summarized in Tables 5, 6 and 7.

In Table 5 the responses are grouped into the same broad, general categories as were the responses to the question concerning GJC's strongest points. There were 53 specific comments about ways the College could improve its services, mostly academic services. Forty suggestions were given concerning facilities; 23 respondents indicated a need to improve relationships, especially community relationships; ten comments were made about needed personnel improvement; and seven responses were categorized miscellaneous. It is significant that 19 of the 91 respondents (20.9 percent) gave either a "Don't Know" response or made no response at all, indicating a possible lack of familiarity with the College and its activities.

In Table 6 the specific-improvement comments are indicated under each of the general categories. A comparison is also made between the comments given by Hall Countians and those from the other counties. The respondents from Hall County again made a greater percentage of the comments; however, those from the area counties gave a higher percentage of the suggestions for improving services, particularly academic services. It should be noted that the comments categorized as miscellaneous comments are not specific suggestions for improvements, but rather complimentary-type comments.

The five ways to improve that were mentioned most often by the respondents are presented in rank order in Table 7. A need for some type of student housing was mentioned most frequently, with 23 persons indicating such a need. Three of the top five suggestions are related to academic courses or programs. Ten persons suggested specific courses or programs be added, nine made comments about changes in or additions to the content

TABLE 5

RANK ORDER OF WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Rank	General Category	No. Times Mentioned
1	Services	53
	Academic: 44	
	Non-Academic: 9	
2	Facilities	40
3	Relationships	23
	With Community: 14	
	With Other Institutions: 7	
	Among Student-Faculty-Administration: 1	
	Other: 1	
4	Personnel	10
5	Miscellaneous	7
	TOTAL WAYS TO IMPROVE:	133

Note: Nineteen respondents gave either a "Don't Know" response or made no response at all.

TABLE 6

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Ways to Improve	No. Times Mentioned Hall County	 Other Counties[1]	 TOTAL
I. Services (Total: 53)			
A. Academic Services			
1. Transfer, Career, Personalized Education Programs			
a. Additional courses/programs: need to add courses in budgeting, food management, communications skills, taxes; add correspondence courses for credit, especially business; add courses for paraprofessional teachers' aides; add cooperative programs, practical studies; offer simple accounting courses	4	6	10
b. Expansion: need to expand career programs, current programs	0	2	2
c. Course/program improvements: need stronger journalism program; improve history and social studies; productivity doesn't equal what grades are; improve fine arts other than drama; strengthen cultural and visual arts programs; make foreign language required; diversify course offerings such as drama and foreign languages	1	7	8
d. Course content addition/changes: encourage students to keep up with current affairs; students need to know how to work with public; emphasize three "R" skills; need to tie in skill training with living skills; stick to basics; teach students to think independently; put greater emphasis on free enterprise system; courses not sufficiently demanding to prepare students for upper division courses; close gap in learning in college by making sure all courses will transfer	4	5	9

TABLE 6 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Ways to Improve	No. Times Mentioned		
	Hall County	Other Counties[1]	TOTAL
e. Personalized Education Program: placing students in remedial classes unfairly--is easier to enter regular classes at UGA and NGC; need to re-evaluate PEP; have extension remedial courses at night	2	1	3
f. Other comments:			
(1) Cross-list courses with Vo-Tech if faculty qualified to encourage upgrading of Vo-Tech faculty	1	0	1
(2) Provide work experience to complement classroom experience	1	0	1
2. Continuing Education/Public Services Program			
a. Need additional courses/programs: teach more substantial adult courses for educated housewife, as history; continue satellite classes in outlying communities; have short courses to keep updated on current job; broaden specialized training for older adults in evenings; need crafts courses such as weaving	3	3	6
b. Expand the continuing education/adult education program	0	1	1
c. Strengthen/improve courses: be in tune with community needs; teacher of continuing education sales course was inadequate; problem of cancelling sales courses	3	0	3
Sub-Total Academic Services:	19	25	44

TABLE 6 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Ways to Improve	No. Times Mentioned		
	Hall County	Other Counties[1]	TOTAL
B. Non-academic Services			
1. Recreational needs: need to emphasize competitive sports other than football; have more, varied sports programs such as baseball	1	1	2
2. Cultural/Social needs: need more lectures such as poets, politicians, economists, authors; students sometimes left out of drama experience	2	0	2
3. Scheduling problems: local students should have priority	1	0	1
4. Need to improve scholarship program--have organized efforts in business community to provide financial awards to students	1	0	1
5. Become more of a community college	1	0	1
6. Broaden library base, especially in fine arts areas	1	0	1
7. Expand Vo-Tech training (mechanics, electricians, sheet metal workers)	0	1	1
Sub-Total Non-Academic Services:	7	2	9
TOTAL SERVICES:	26	27	53

TABLE 6 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Ways to Improve	No. Times Mentioned Hall County	 Other Counties[1]	 TOTAL
II. Relationships (Total: 23)			
A. Community Relationships			
1. Public relations: need to raise image/awareness level; increase/strengthen/stress PR more; need greater communication of what is available, going on; advertise courses; reach out more	3	6	9
2. Involvement: faculty needs to be more involved; need greater participation in cultural activities as Town and Gown; administrative personnel need to be more involved in such as seminars, boards of directors; involve students in community more	3	1	4
3. Need to expand budget to work with community	1	0	1
Sub-Total Community Relationships:	7	7	14
B. Student-Faculty-Administration Relationships			
1. Is difficult for blacks to relate to teachers	1	0	1
C. Other-Educational Institution Relationships			
1. High Schools: should work to encourage attendance instead of waiting until graduated; have GJC representative talk with high school counselors/students	1	3	4
2. Vo-Tech: need closer ties; possible Lanier-Tech merger	1	1	2

TABLE 6 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Ways to Improve	No. Times Mentioned		
	Hall County	Other Counties[1]	TOTAL
3. Colleges: increase coordination/cooperation with Brenau, as have with drama	1	0	1
Sub-Total Other Educational Institutions:	3	4	7
D. Other Comments			
1. Build school loyalty	1	0	1
TOTAL RELATIONSHIPS:	12	11	23
III. Facilities (Total: 40)			
A. Student Housing: need dorms/residential facilities; dorms would give unity to students	15	8	23
B. Buildings: need more buildings; fine arts building; more classroom space; regional theatre facility	5	0	5
C. Need mass transportation	3	0	3
D. Need to convert to four-year school	2	2	4
E. Facility use is limited	1	0	1
F. Need direction signs	1	0	1
G. Accessibility may need to be improved	1	0	1
H. Need bike racks	1	0	1
I. Need to expand bookstore	1	0	1
TOTAL FACILITIES:	30	10	40

TABLE 6 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Ways to Improve	No. Times Mentioned		
	Hall County	Other Counties[1]	TOTAL
IV. Personnel (Total: 10)			
A. Faculty: improve quality; should not use teaching assistants to replace faculty member of [illegible]putation	2	1	3
B. Minorities: need at least one black faculty member; need more black students; community needs to support chairs to attract blacks to faculty	4	0	4
C. Provide more staff/faculty for first-quarter college student	1	0	1
D. Have faculty recruitment within community to provide local job opportunities	1	0	1
E. Need Barrow County representative on Trustee Board	0	1	1
TOTAL PERSONNEL:	8	2	10
V. Miscellaneous Comments (Total: 7)			
A. Do what designed to do	0	1	1
B. No criticism/weak points	3	0	3
C. Operating adequately/properly; excellent already	3	0	3
TOTAL MISCELLANEOUS:	6	1	7
TOTAL WAYS TO IMPROVE:	82	51	133

TABLE 6 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS IN HALL AND OTHER COUNTIES

SPRING, 1980

Ways to Improve	No. Times Mentioned		
	Hall County	Other Counties[1]	TOTAL

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[1] Other counties include Barrow, Forsyth, Jackson, and the northern half of Gwinnett.

Note: Nineteen respondents gave "Don't Know" responses or made no response at all. Eight of these were from Hall County, and eleven were from the other counties.

TABLE 7

RANK ORDER OF THE TOP FIVE SPECIFIC WAYS GJC COULD IMPROVE AS INDICATED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Rank	Ways to Improve	No. Times Mentioned
1	Student housing	23
2	Additional courses/programs needed	10
3	Public relations	9
3	Course content additions/changes	9
5	Course/program improvements	8

Note: Nineteen respondents gave a "Don't Know" response or made no response at all.

of courses offered, and eight gave specific course or program improvement suggestions. Finally, nine persons indicated the College needs to stress public relations more so that awareness of the College, its programs, and activities is increased in the community.

Ratings of College Programs, Services, Personnel, and Relationships. This part of the report focuses upon 14 selected aspects of the College which are thought to be important in gaining an understanding of the College in its community context. Each respondent was asked to rate the selected programs, services, personnel, and relationships on a five-point scale from excellent (1.0), above average (2.0), average (3.0), poor (4.0), to very poor (5.0). Respondents who were not familiar with the aspect being rated gave a "Don't Know" rating. The rating means are presented in Table 8.

The respondents rated ten of the fourteen items as above "Average" or better (2.0 and above). The items approaching excellent (1.51 or better) included appearance of grounds (1.39), administration (1.44), relationship between GJC and community as a whole (1.49), and relationship between GJC administration and community (1.51). Beginning at the lowest end of the scale and moving up, the poorest ratings given concerned the preparation given students to enter the job market after two years (2.3), relationship between the GJC students and the community (2.07), facilities for meetings and workshops (2.07), and continuing education/public service programs (2.06). Note, however, that these four items are rated between "Average" and "Above Average". None of the 14 items rated had mean ratings of "Poor" or "Very Poor".

Falling in the above average range are the mean ratings of the teaching faculty (1.67), preparation given students to transfer to a four-year school (1.67), cultural activities (1.76), recreational facilities (1.84) and the relationship between the GJC faculty and community (1.97).

TABLE 8

MEAN RATINGS OF GJC PROGRAMS, SERVICES, PERSONNEL, AND RELATIONSHIPS AS RATED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Program, Service, Personnel, or Relationship	Weighted Means[1]	"Don't Know" Responses	
		Hall County	Other Counties[2]
Appearance of grounds	1.39	0	6
Administration	1.44	0	18
Relationship between GJC and community as whole	1.49	0	3
Relationship between the GJC administration and community	1.51	0	16
Teaching faculty	1.67	8	13
Preparation given students to transfer to a 4-year school	1.67	8	13
Cultural activities (ex: plays, music programs, library exhibits)	1.76	4	20
Recreational facilities	1.84	4	17
Relationship between the GJC faculty and community	1.97	8	24
Facilities for academic courses	1.99	9	12
Continuing education/public service programs	2.06	7	21
Facilities for meetings/workshops	2.07	2	12
Relationship between the GJC students and the community	2.07	6	14
Preparation given students to enter the job market after two years	2.30	8	16

[1] The means were computed using the following weights for the responses: Excellent = 1, Above Average = 2, Average = 3, Poor = 4, Very Poor = 5.

[2] Other counties include Barrow, Forsyth, Jackson and the northern half of Gwinnett.

Again, the number of no responses is significant. The respondents from the area counties (Barrow, Forsyth, Jackson Counties and the northern half of Gwinnett County) were much less knowledgeable about the programs, services, personnel, and relationships that were being rated. The least known by the respondents in the area counties concerned the relationship between the GJC faculty and the community with 24 respondents (58.5 percent) giving "Don't Know" responses. The items which elicited the greatest number of responses from the other countians were the relationships between GJC and community as a whole and the appearance of the grounds, with only three and six persons, respectively, not rating the items. Hall Countians indicated they knew the least about the facilities for academic courses with nine respondents (18 percent) giving "Don't Know" responses. At the other extreme, all Hall County respondents rated the appearance of grounds, administration, relationship between GJC and community as a whole, and relationship between the GJC administration and community.

Educational Needs. The respondents were asked two questions which focus on course and program needs. The first question asked was, "Are there any particular courses, programs, or services which you feel Gainesville Junior College should offer that it is not now offering?" The second question was related more specifically to needs the respondents might personally feel. It asked, "Are there any kinds of training, knowledge, or skills you or your employees need that GJC might offer?"

Twenty-nine of the respondents named one or more specific course, program, or service that GJC might offer. Their responses are listed in Table 9. Each suggestion is categorized by the academic division or department of the College which would most likely be able to meet the need suggested. There is little unanimity in the suggestions, but this is not surprising. Most of the suggestions were given from the personal perspectives

TABLE 9

COURSES, PROGRAMS, SERVICES GJC SHOULD OFFER AS NAMED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

I. Courses/Programs Needed

A. Business-Related

Legal Secretary
How to work in industry
Short courses for small business personnel
Business accounting[1]
Free enterprise (2)
General economics
Business finance
Money management
Practical economics courses
How to use credit
CPA courses
Real estate courses
Secretarial courses
Family finances
Office procedures

B. Science-Related

Health care-dental technician
Ag classes
Emphasize health care--group therapy for health problems
Poultry classes--general, basic training
Animal science-type classes
Course required by professional nursing society
Energy conservation

C. Social Sciences/Human Social Services

Law enforcement in specific areas
Philosophy of criminal justice
Black history course
Teen-age pregnancy
Drug information

D. Special Studies

Remedial programs for whole families to prepare for college

TABLE 9 (CONT'D)

COURSES, PROGRAMS, SERVICES GJC SHOULD OFFER AS NAMED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

E. Recreational

Co-sponsor activities with county/city recreational departments
Emphasize recreation

F. Humanities/Arts

Basic design
Crafts--weaving, pottery (2)
String program
Graphic arts
Public speaking

II. Services Needed

Provide facilities for community-wide events
Handball courts
Extend recreation to community
Expand gym
Provide more night courses
Need to survey to determine needs of older students
Provide dorms (2)
Go to 4-year school
Do long-range planning to add third and fourth years
Provide more adult education courses

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[1] The numbers in parentheses indicate the number of times the request was made, if more than once.

of the respondents as would be expected.

Over one-half (50) of the sample of leaders indicated a desire for GJC to provide some type of specific training, knowledge, or skill for themselves or their employees. A listing of the requests is made in Table 10. The requests are categorized also by the academic division at GJC which is most likely to assist the Continuing Education/Public Service office in meeting the need. The respondents were given the opportunity to complete a separate card on which they could write their names, addresses, and their specific needs. These cards were given to the GJC Continuing Education/Public Services office for follow-up in meeting the indicated needs.

Training Evaluation of Respondents' Employees Who Have Attended GJC. The respondents were asked if their businesses or organizations presently employ persons who have attended GJC. If so, they were asked to rate the quality of their GJC training on a scale from excellent (1.0) to very poor (5.0). The responses are tabulated in Tables 11 and 12. As the data indicate in Table 11, nearly three-fourths of the respondents in Hall County, and almost one-half of the respondents in the area counties presently employ persons who have attended Gainesville Junior College. When asked to rate the quality of their employees' training (see Table 12), over two-thirds (69 percent) of the respondents rated the training as "Excellent" or "Above Average" (2.0 or higher), and 17 percent said the training was "Average". Fourteen percent said they did not know how their employees' GJC training was. The overall mean rating was well within the "Above Average" rating range (1.92).

During the entire interview process the respondents were given the opportunity to make additional comments, if desired. When the respondents were asked to rate the quality of their employees' GJC training, many commented, as they rated, that it was difficult or impossible to either credit

TABLE 10

SPECIFIC KINDS OF TRAINING, KNOWLEDGE, SKILLS REQUESTED FOR THE COMMUNITY LEADERS RESPONDENTS OR THEIR EMPLOYEES

SPRING, 1980

I. Business Related

Bookkeeping (2)[1]
Business Management (6)
Cost accounting
Administration courses
Accounting (5)
Payroll
School bus transportation
Business skills--typing (2), spelling (2), grammar
Clerical/secretarial training (6)
Computer programming
Data processing (2)
Legal secretary skills
Business courses--credit or non-credit
Real estate
Tax appraisal
Property assessing
Banking courses--operating machines
Banking--meeting public/counseling
Money management (2)
Budgeting
Small investors workshop
Small office administration
Communication skills (3)
Office procedures
Sales and public relations
Paralegal training
In-service personnel training
Marketing
Business finance
Business law

II. Science-Related

General poultry course--credit or non-credit
Laboratory techniques
Agriculture classes (3)

TABLE 10 (CONT'D)

SPECIFIC KINDS OF TRAINING, KNOWLEDGE, SKILLS REQUESTED FOR THE COMMUNITY LEADERS RESPONDENTS OR THEIR EMPLOYEES

SPRING, 1980

III. Social Science/Human Social Services

Governmental studies
Human relations (2)
Teacher certification courses--off campus
Basic law enforcement courses (2)
Judicial education--night
Skills motivating people
Parenting
How-to-teach workshop
Gerontology courses--non-credit
Aging parents workshop
Volunteer training--motivating and expectations of
Journalism courses/skills (2)
Radio-TV courses for 2 year students

IV. Humanities/Arts

Spanish course
Drama course
Music courses
History of church music
Graphic arts
Use of English language

V. Other

Farm equipment maintenance
Mechanics
Welding (2)
Mill training
Construction trades
Mechnical drawing
Machine training
Suggests surveying labor needs, structure around results
Sewing machine mechanics course
UGA graduate courses at night

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[1] The numbers in parentheses indicate the number of times the request was made, if more than once.

TABLE 11

RESPONDENTS BY AREA WHO PRESENTLY EMPLOY PERSONS WHO HAVE ATTENDED GJC AS REPORTED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Area	Employment Status		
	Presently Employ No. (%)	Do Not Employ No. (%)	Don't Know or Doesn't Apply No. (%)
Hall County	37 (74%)	13 (26%)	0 (0%)
Other Counties[1]	20 (49%)	19 (46%)	2 (5%)

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[1] Other counties include Barrow, Forsyth, Jackson, and the northern half of Gwinnett.

TABLE 12

TRAINING EVALUATION OF RESPONDENTS' EMPLOYEES WHO HAVE ATTENDED GJC AS REPORTED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Area	Evaluation				Weighted Means[1]
	Excellent No. (%)	Above Average No. (%)	Average No. (%)	Don't Know No. (%)	
Hall County	10 (28%)	15 (42%)	8 (22%)	3 (8%)	1.94
Other Counties[2]	4 (19%)	10 (48%)	2 (9%)	5 (24%)	1.87
TOTAL SAMPLE	14 (25%)	25 (44%)	10 (17%)	8 (14%)	1.92

[1] The mean ratings were computed using the following weights for the responses: Excellent = 1; Above Average = 2; Average = 3; Poor = 4; Very Poor = 5.

[2] Other counties include Barrow, Forsyth, Jackson, and the northern half of Gwinnett.

or discredit GJC for the performance or lack of performance of the employees who had attended GJC since many factors go into on-the-job performance.

Awareness of College Programs and Activities. It was indicated earlier that the large number of no responses by the respondents could be indicative of a lack of knowledge of the College. This, along with the several comments made about the need to increase the public's awareness of the College, are factors to keep in mind as the data are presented in this section of the report which is concerned with the community's awareness of the College's programs and activities.

The sample of community leaders was asked if they have been on the Gainesville Junior College campus during the last year; if so, they were asked to indicate under which circumstances. The respondents were also asked to indicate whether or not they were familiar with each of the ten two-year career programs offered by the College. In addition, a description was given the respondents of the four academic programs offered (college transfer, two-year career, personalized education, and continuing education), then they were aksed to indicate the degree of importance that they felt GJC should place on each program over the next five years. There were four primary reasons for these questions being asked: (1) to gain insights into the awareness level of GJC's programs; (2) to inform the respondents who were not aware of the programs and activities that the College has; (3) to see if there might be an interrelationship among the responses made during the interviews, the respondents' contacts with the College, and knowledge of activities and programs; and (4) most importantly, to gain information with each question for use in the planning process.

In Table 13 the responses are tabulated for the question, "Have you had an opportunity to visit the Gainesville Junior College campus during the last year?" Seventy-seven percent of those interviewed had been on

TABLE 13

NUMBER AND PERCENT OF THE 91 COMMUNITY LEADERS WHO HAVE VISITED THE GJC CAMPUS DURING THE LAST YEAR

SPRING, 1980

Area	On campus No. (%)	Not on campus No. (%)
Hall County	49 (98%)	1 (2%)
Other Counties[1]	21 (51%)	20 (49%)
TOTAL SAMPLE	70 (77%)	21 (23%)

[1] Other counties include Barrow, Forsyth, Jackson, and the northern half of Gwinnett.

campus; however, a significant difference exists between the responses of those from Hall County and those from the surrounding counties. All (98 percent) but one Hall Countian had been on the campus during the last year, while only 51 percent of those in the other counties had had an opportunity to be on campus. This undoubtedly relates to the reported finding that those in the outlying counties of the community had less to say about Gainesville Junior College's strong points or ways it could improve. Likewise, this is a probable explanation for the large number of "Don't Know" responses given to the rating items. Those who were interviewed in the outlying counties simply have not had the exposure to the College as those in Hall County, as could be expected since the College is located in Hall County. It is believed, however, that the lack of exposure experienced by this sample of community leaders in these area counties undoubtedly closely parallels that of the general population in their respective counties.

Those who have been on the GJC campus during the last year were asked to indicate the circumstances under which they had visited the campus. The responses of the 70 persons who had been on campus are reported in Table 14. Over one-half of those who visited the campus did so to attend an entertainment event (59 percent), attend a non-college meeting (57 percent), and/or attend a college-related meeting (51 percent). Forty percent had been on campus to attend a Continuing Education/Public Service event. Approximately one-third were on campus for an athletic event, while about one-fifth of those who had been on campus used the recreational facilities. Only two persons (3 percent) attended a course for academic credit, which is probably related to the lack of knowledge concerning academic facilities and faculty as indicated variously throughout the report. The "Other" reasons for coming on campus included such activities as to use the library or to drive through the campus.

TABLE 14

CIRCUMSTANCES UNDER WHICH 70 COMMUNITY LEADER RESPONDENTS VISITED THE GJC CAMPUS DURING THE LAST YEAR

SPRING, 1980

Circumstances on Campus	Respondents on campus No. (%)
1. Entertainment event (play, music program, etc.)	41 (59%)
2. Meeting: non-college related (club, organizational, business meeting, etc.)	40 (57%)
3. Meeting: college related (GJC Trustees, career advisory meeting, etc.)	36 (51%)
4. Attend Continuing Education/Public Service course, workshop, seminar	28 (40%
5. Athletic event	25 (36%)
6. Use recreational facilities	15 (21%)
7. Attend academic course for credit	2 (3%)
8. Other	15 (21%)

There are ten two-year career programs offered at Gainesville Junior College. These are programs in Accounting Technology, Applied Science (offered jointly with Lanier Tech), Business Management, Criminal Justice, Early Childhood Education, Fashion Merchandising, Marketing and Distribution, Medical Laboratory Technology, Secretarial Science, and Social Work. The respondents were asked to indicate whether or not they were aware that GJC offers such courses of study. Awareness of these programs is tabulated in Table 15.

Over one-half of the respondents were aware of eight of the programs. The greatest awareness was of four business-related career programs: Business Management (86 percent), Secretarial Science (85 percent), Accounting Technology (75 percent), and Applied Science (68 percent). Sixty-four percent of the respondents knew of the Social Work program, 60 percent were aware of the program in Marketing and Distribution, 57 percent were cognizant of the Early Childhood Education program, and 53 percent knew of the program in Medical Laboratory Technology. The Criminal Justice program was known by 48 percent of the leader sample, while 40 percent of the respondents indicated an awareness of the Fashion Merchandising program. The high degree of awareness of the business-related programs could be expected since a large number of the respondents had occupations in business and industry or in business-related fields. Throughout this report many of the comments made and suggestions given by the respondents have been business-oriented.

The sample of community leaders was asked to indicate the degree of importance they felt should be given to the college transfer programs, the two-year programs, the personalized education program, and the continuing education/public service programs over the next five years by rating the degree of emphasis to be given as "Very Important", "Important", "Little

TABLE 15

AWARENESS OF GJC'S TWO-YEAR CAREER PROGRAMS AS REPORTED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Program	Aware of Program No. (%)
1. Business Management	78 (86%)
2. Secretarial Science	77 (85%)
3. Accounting Technology	68 (75%)
4. Applied Science	62 (68%)
5. Social Work	58 (64%)
6. Marketing and Distribution	55 (60%)
7. Early Childhood Education	52 (57%)
8. Medical Laboratory Technology	48 (53%)
9. Criminal Justice	44 (48%)
10. Fashion Merchandising	36 (40%)

Importance", or "No Importance". This set of questions was included in the interview as a means to inform the respondents of the programs, but more importantly, to gain insights into the amount of emphasis the community feels the College should plan to give each program during the next five years. The responses to these questions are reported in Table 16.

The sample of leaders indicated that it is very important that the two-year career and transfer programs be emphasized during the next five years. Eighty percent of the respondents rated the emphasis that should be given the two-year programs as very important, and 76 percent said the transfer programs should be considered as very important. The continuing education/public service programs were rated by 52 percent of the respondents as programs which should be considered as very important, while 47 percent felt the personalized education program should be viewed as very important during the next five years. When the "Very Important" and "Important" responses are combined, the differences in the recommended emphasis decreases. Ninety percent or more said it is very important or important that the two-year career (98 percent), college transfer (97 percent), and continuing education/ public service programs (90 percent) be emphasized. Also, over four-fifths (82 percent) of the respondents recommended the personalized education program should be considered very important or important. Hence, it appears that the community feels all of the types of programs that GJC currently has should be emphasized through the next five years.

Organizational Structure. The Hall County respondents were asked to name about three organizations, agencies, groups, or positions which they thought have the most influence on general county-wide affairs. This question was not asked the respondents in the area counties due to the small number interviewed in each county. Generally, reputed-influential organizations play important, determining roles in the direction a community moves.

TABLE 16

THE DEGREE OF EMPHASIS THAT SHOULD BE GIVEN OVER THE NEXT FIVE YEARS TO EACH OF GJC'S PROGRAMS AS RECOMMENDED BY A SAMPLE OF COMMUNITY LEADERS

SPRING, 1980

Program	Degree of Emphasis				
	Very Important No. (%)	Important No. (%)	Little Importance No. (%)	No Importance No. (%)	Don't Know/ No Response No. (%)
1. Two-Year Career Programs	73 (80%)	16 (18%)	0 (0%)	0 (0%)	2 (2%)
2. College Transfer Programs	69 (76%)	19 (21 %)	1 (1%)	0 (0%)	2 (2%)
3. Continuing Education Public Service Programs	47 (52%)	38 (38%)	6 (7%)	1 (1%)	2 (2%)
4. Personalized Education Program	43 (47%)	32 (35%)	12 (13%)	1 (1%)	3 (4%)

Since Gainesville Junior College is concerned with being in tune with the changing community, knowledge of the community's organizational structure can be useful to the College. Active two-way communication should be maintained between the College and the influential organizations and groups particularly as the College plans its future, and in its public relations endeavors.

There were 52 different Hall County organizations, agencies, groups, and positions named by the 50 Hall County respondents. Those mentioned more than five times as being the most influential are listed in rank order in Table 17. The Gainesville Area Chamber of Commerce was named 29 times as the most influential organization in Hall County. The League of Women Voters was named the second most frequently (17 times) as the most influential. Other groups and organizations considered as most influential were the Gainesville City Commission, Hall County Commission, Georgia Mountains Area Planning and Development Commission, Gainesville Rotary Club, Jaycees, and the Junior Service League.

Summary and Conclusions

In this section a general portrait of the College is drawn as a summary of the data presented in the preceding section of this report. An effort has been made to pick out the dominant themes expressed and to draw some general conclusions from the numerous and varied responses to the open-ended questions, from the ratings of various aspects of the College, and from the responses made to the awareness questions by the sample of 91 community leaders. No one individual would be expected to see the College exactly as described since the picture represents a general, composite-community perspective.

The respondents view the location of Gainesville Junior College as a

TABLE 17

MOST INFLUENTIAL GROUPS AND ORGANIZATIONS IN HALL COUNTY AS NAMED BY FIFTY HALL COUNTY RESPONDENTS

SPRING, 1980

Rank	Group/Organization	No. Times Mentioned
1	Gainesville Area Chamber of Commerce	29
2	League of Women Voters	17
3	Gainesville City Commission	10
4	Hall County Commission	9
5	Georgia Mountains Area Planning and Development Commission	7
6	Gainesville Rotary Club	6
6	Jaycees	6
6	Junior Service League	6

great asset. GJC is conveniently located and accessible to the community. In addition to the location, the relatively *low cost* to attend the College allows many persons an *educational opportunity* that they might not have otherwise.

The campus *grounds are seen as being well kept*. The facilities for academic and recreational purposes are more adequate than those used for meetings and workshops. A *need for student housing possibly exists*. Dorms or some type of residential facilities are seen by some as needed for a segment of students in order to attend the College.

GJC is offering *quality programs*. Good standards are maintained, and students are, generally, well-prepared for transferring to four-year institutions. On the other hand, *some alterations in and additions to the current programs and courses* might enhance the College's image and improve the quality of program and course offerings. The transfer, career, continuing education, and personalized education *programs are all viewed as important*, and the College should continue to emphasize all of them during the next five years. Greater *attention could be given the two year career programs* by improving the curriculum and increasing the awareness of their existence. The attempt of *Continuing Education/Public Service to be responsive to the community's needs* is recognized in the community, although numerous courses and programs are desired that the community believes the College could offer, but the College is not now offering.

Gainesville Junior College has a *strong, capable administration and faculty*. There are *good student-faculty relationships* present in the small-campus setting. *A good relationship exists between the College and the community* as a whole, and especially between the administration and the community. Student-community relations should be improved.

A need exists to *increase the community's awareness level of the*

College, its programs and activities. Events and activities which would *encourage individuals and groups to come to the campus* would be a beneficial public relations venture. Active two-way communication should be maintained with influential groups and organizations in the area for public relations purposes, as well as for College planning.

REPORT OF THE
HIGH SCHOOL SENIOR/COUNSELOR SEGMENT
OF THE
GAINESVILLE JUNIOR COLLEGE COMMUNITY IMPACT STUDY/
NEEDS ASSESSMENT INVENTORY

SPRING, 1980

By
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REPORT OF THE SELECTED HIGH SCHOOL SENIOR AND HIGH SCHOOL COUNSELOR SEGMENTS OF THE GAINESVILLE JUNIOR COLLEGE COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

Purpose

The purpose of the survey of selected high school seniors and high school counselors was to determine the awareness of the programs offered by the College, the general image of the College, and to find out if there were unfilled educational needs that the College might fill.

Procedure

The questionnaires (Appendices G and H) to be used were developed by the Needs Assessment Steering Committee. After refining the instruments, the Steering Committee met with the University of Georgia research consultant and a consultant from Southern Association of Colleges and Schools for suggestions on further revision.

The President appointed an advisory committee consisting of two students, two faculty members, one alumnus, and one high school counselor. This committee met for a luncheon at which time a presentation was given using overhead transparencies to explain the needs assessment procedure. The committee members were given packets containing the questionnaire drafts and asked to study them carefully, then return in a week with suggestions for improvement. Another luncheon was held with this committee one week later and further revisions were made.

The President wrote a letter (Appendix I) to the principals of the 12 schools explaining the survey and indicating that the counselors would be telephoned to invite them to a luncheon at the College. The principals were given the opportunity to decline to participate if they wished; however, none did.

The counselors were telephoned and invited to a luncheon where the overhead transparency presentation explaining the needs assessment procedure was made. All but three schools were represented. The cooperation of the counselors was solicited in administering the questionnaires. To simplify the procedure, they were asked to select whole classes which would be representative of the senior class. They were each given packets containing the number of questionnaires they would need according to the previously determined required sample. The packets contained an addressed, pre-stamped manila envelope to be used to mail the responses back. A deadline of one week was set. The counselors of unrepresented schools were telephoned, then personally visited by a representative of the College the next day to deliver the packets. All but one of the schools returned the responses within the week, and that one was received a few days later.

Part I. High School Senior Segment

Sample Selection

There were 2,108 seniors in the 12 schools. Under the assumption that an adequate random sample of 2,000 students would be 333 or 16%, this percentage was applied to each of the schools to determine the number of responses needed from each school with results as indicated in Table 1.

Population

All high schools in the defined community (Hall, Barrow, Forsyth, Jackson, and the northern half of Gwinnett) were surveyed.

TABLE 1

HIGH SCHOOLS SURVEYED

SPRING, 1980

High School	No. of Seniors	Required Sample	No. Responses Received
Buford	70	12	12
Central Gwinnett	200	32	32
Commerce	114	18	48
East Hall	135	22	26
Forsyth County	300	48	53
Gainesville	190	30	34
Jackson County	80	14	20
Jefferson	105	17	17
Johnson	330	53	53
North Gwinnett	129	20	21
North Hall	230	37	38
Winder-Barrow	225	36	35
All Schools Combined	*2,106*	*339*	*389*

Presentation of Data, Findings, and Analyses

The questionnaires were tabulated by computer. The data received from the high school senior segment are presented in Tables 2-24 with the findings and analyses for each summarized in the accompanying comments.

Data in Table 2 indicate that over one-half (60%) of the students surveyed plan to attend college. Of particular interest to the College should be the 19 percent who indicated an undecided position. Recruitment efforts may need to be directed toward the schools which indicated the higher "Don't Know" answers.

Data in Table 3 reveal some significant information. A large number of the students surveyed did not know whether a representative from Gainesville Junior College had visited their school in the last year. Four of the schools indicated no positive answers to the question, while in all the schools except one, less than one-fourth indicated positive answers. This is due partly to the fact that the College had earlier made the decision to limit recruitment efforts to the PROBE Fairs. This position may need re-examination to determine if objectives are being sufficiently met through this effort.

In response to the question, "How much have you heard about GJC?," information in Table 4 indicates that over two-thirds (67%) had heard from "A Moderate Amount" to "A Lot" about the College. Only a very small number indicated that they had heard nothing about the College.

Sixty-six percent of the students (Table 5) were aware that they, upon the recommendation of their counselor, could take college courses while still attending high school. Two of the schools located outside Hall County indicated low positive responses but students from these schools, because of distance involved, could not take advantage of the joint enrollment opportunities.

TABLE 2

RESPONSES OF SELECTED HIGH SCHOOL SENIORS TO THE QUESTION, "DO YOU PLAN TO ATTEND COLLEGE?"

SPRING, 1980

High School	Total No. of Responses	Responses Yes No. (%)	 No No. (%)	 Don't Know No. (%)
Buford	12	10 (83)	0	2 (17)
Central Gwinnett	32	26 (81)	2 (6)	4 (13)
Commerce	48	29 (60)	13 (27)	6 (13)
East Hall	26	11 (42)	10 (38)	5 (20)
Forsyth County	53	30 (57)	14 (26)	9 (17)
Gainesville	34	30 (88)	0	4 (12)
Jackson	20	12 (60)	4 (20)	4 (20)
Jefferson	17	9 (53)	7 (41)	1 (6)
Johnson	53	26 (49)	12 (23)	15 (28)
North Gwinnett	21	15 (71)	4 (19)	2 (10)
North Hall	38	24 (63)	3 (8)	11 (29)
Winder-Barrow	35	11 (31)	13 (37)	11 (32)
All Schools Combined	*389*	*233 (60)*	*82 (21)*	*74 (19)*

TABLE 3

RESPONSES OF SELECTED HIGH SCHOOL SENIORS TO THE QUESTION, "HAS A REPRESENTATIVE FROM GJC BEEN TO YOUR SCHOOL IN THE LAST YEAR?"

SPRING, 1980

High School	Total No. of Responses	Responses		
		Yes No. (%)	No No. (%)	Don't Know No. (%)
Buford	12	0	3 (25)	9 (75)
Central Gwinnett	32	2 (6)	6 (19)	24 (75)
Commerce	48	3 (6)	8 (17)	37 (77)
East Hall	26	0	5 (19)	21 (81)
Forsyth County	53	13 (25)	8 (15)	32 (60)
Gainesville	34	8 (24)	1 (3)	25 (73)
Jackson County	20	17 (85)	1 (5)	2 (10)
Jefferson	17	0	1 (6)	16 (94)
Johnson	53	7 (13)	15 (28)	31 (59)
North Gwinnett	21	1 (5)	13 (62)	7 (33)
North Hall	35	5 (13)	3 (8)	30 (79)
Winder-Barrow	35	0	19 (54)	16 (46)
All Schools Combined	*389*	*56 (14)*	*83 (22)*	*250 (64)*

TABLE 4

RESPONSES OF SELECTED HIGH SCHOOL SENIORS TO THE QUESTION, "HOW MUCH HAVE YOU HEARD ABOUT GJC?"

SPRING, 1980

High School	Total No. of Responses	Responses			
		A Lot	A Moderate Amount	Very Little	Nothing
		No. (%)	No. (%)	No. (%)	No. (%)
Buford	12	5 (42)	3 (25)	4 (33)	0
Central Gwinnett	32	2 (6)	18 (56)	10 (32)	2 (6)
Commerce	48	14 (29)	19 (40)	10 (21)	5 (10)
East Hall	26	3 (12)	15 (58)	7 (27)	1 (3)
Forsyth County	53	13 (25)	24 (45)	13 (25)	3 (5)
Gainesville	34	15 (44)	13 (38)	6 (18)	0
Jackson County	20	7 (35)	9 (45)	3 (15)	1 (5)
Jefferson	17	1 (7)	5 (29)	9 (53)	2 (12)
Johnson	53	12 (23)	31 (58)	8 (15)	2 (4)
North Gwinnett	21	6 (29)	5 (24)	7 (33)	3 (14)
North Hall	38	8 (21)	17 (45)	11 (29)	2 (5)
Winder-Barrow	35	4 (11)	12 (34)	16 (46)	3 (9)
All Schools Combined	*389*	*90 (23)*	*171 (44)*	*104 (27)*	*24 (6)*

TABLE 5

SELECTED HIGH SCHOOL SENIORS' AWARENESS OF HIGH SCHOOL-GJC JOINT ENROLLMENT PROGRAM

SPRING, 1980

High School	Total No. of Respondents	Yes Responses No. (%)
Buford	12	12 (100)
Central Gwinnett	32	19 (59)
Commerce	48	13 (27)
East Hall	26	11 (42)
Forsyth County	53	37 (70)
Gainesville	34	32 (94)
Jackson County	20	17 (85)
Jefferson	17	5 (29)
Johnson	53	45 (85)
North Gwinnett	21	17 (81)
North Hall	38	30 (79)
Winder-Barrow	35	18 (51)
All Schools Combined	*389*	*256 (66)*

Based on information presented in Table 6 the following rank order for persons that the high school seniors had talked with about going to college was determined.

Rank	Persons Talked With
1	Parents
2	Friends
3	Relatives and high school counselors
4	Other high school teachers
5	Gainesville Junior College students
6	Other college representative
7	PROBE
8	GJC representative
9	No one

It should be noted that the PROBE Fair ranked seventh as well as below other college representatives, with Gainesville Junior College representative ranking next to the bottom. Some differences can be seen when looking at the results by individual schools, but responses from only one school indicated that nearly one-half of their students had talked with a Gainesville Junior College representative.

In Tables 7-11 the results of the ratings given specified areas by the high school seniors are shown. As was expected, over one-third of the students indicated "Don't Know" for all the areas. Only from two to four percent indicated "Poor" or "Very Poor" responses in any of the areas. Around two-thirds of the students gave an "Average" to "Excellent" rating in motivating students to learn (Table 8), providing personalized remedial program (Table 9), preparing students to go to four-year college (Table 10), and preparing students for specific job skills (Table 11).

TABLE 6

RESPONSES OF SELECTED HIGH SCHOOL SENIORS FOR PERSONS TALKED WITH ABOUT GOING TO COLLEGE

SPRING, 1960

High School	Total No. of Responses	PARENTS	RELATIVES	HIGH SCHOOL COUNSELOR	OTHER HIGH SCHOOL TEACHER	PROBE	GJC REPRESENTATIVE	OTHER COLLEGE REPRESENTATIVE	GJC STUDENTS	FRIENDS	NO ONE
		No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Buford	12	12 (100)	9 (75)	11 (92)	10 (83)	2 (17)	3 (25)	7 (58)	8 (67)	12 (100)	0
Central Gwinnett	32	31 (97)	26 (81)	27 (84)	22 (69)	9 (28)	2 (6)	24 (75)	13 (41)	30 (94)	1 (3)
Commerce	48	40 (83)	28 (58)	32 (67)	24 (50)	1 (2)	3 (6)	16 (33)	22 (46)	41 (85)	6 (12)
East Hall	26	23 (88)	17 (65)	8 (31)	8 (31)	2 (8)	0	3 (12)	9 (35)	22 (85)	0
Forsyth County	53	46 (87)	31 (58)	38 (72)	26 (49)	5 (9)	5 (9)	24 (45)	29 (55)	47 (89)	4 (8)
Gainesville	34	34 (100)	27 (79)	29 (85)	25 (74)	9 (26)	4 (12)	28 (82)	23 (68)	32 (94)	2 (6)
Jackson County	20	18 (90)	15 (75)	13 (65)	10 (50)	0	9 (45)	6 (30)	14 (70)	18 (90)	1 (5)
Jefferson	17	13 (76)	11 (65)	9 (53)	10 (59)	0	0	5 (29)	2 (12)	13 (76)	1 (6)
Johnson	53	48 (91)	36 (68)	30 (57)	28 (53)	2 (4)	7 (13)	14 (26)	25 (47)	47 (89)	4 (8)
North Gwinnett	21	19 (90)	13 (62)	15 (71)	11 (52)	2 (10)	1 (5)	9 (43)	10 (48)	19 (90)	1 (5)
North Hall	38	35 (92)	20 (53)	23 (61)	20 (53)	13 (34)	6 (16)	14 (37)	17 (45)	30 (79)	3 (8)
Winder-Barrow	35	27 (77)	22 (63)	20 (57)	17 (49)	1 (3)	2 (6)	11 (31)	17 (49)	29 (83)	8 (23)
All Schools Combined	*389*	*346 (89)*	*255 (66)*	*255 (66)*	*211 (54)*	*46 (12)*	*42 (11)*	*161 (41)*	*189 (49)*	*340 (87)*	*31 (8)*

TABLE 7

SELECTED HIGH SCHOOL SENIORS' RATINGS OF JOB GJC IS DOING IN GIVING STUDENTS KNOWLEDGE

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent/ Above Average No. (%)	Average No. (%)	Poor/Very Poor No. (%)	Don't Know No. (%)
Buford	12	6 (50)	5 (42)	0	1 (8)
Central Gwinnett	32	6 (19)	11 (34)	2 (6)	13 (41)
Commerce	48	18 (38)	16 (33)	2 (4)	12 (25)
East Hall	26	8 (31)	12 (46)	0	6 (23)
Forsyth County	53	22 (41)	14 (26)	0	17 (38)
Gainesville	34	15 (44)	10 (29)	2 (6)	7 (21)
Jackson County	20	11 (55)	4 (20)	0	5 (25)
Jefferson	17	0	6 (36)	1 (5)	10 (59)
Johnson	53	19 (47)	18 (34)	3 (6)	7 (13)
North Gwinnett	21	4 (18)	10 (48)	1 (5)	6 (29)
North Hall	38	9 (23)	15 (39)	1 (3)	13 (34)
Winder-Barrow	35	9 (26)	9 (26)	0	17 (48)
All Schools Combined	*389*	*127 (33)*	*130 (34)*	*12 (3)*	*114 (30)*

TABLE 8

SELECTED HIGH SCHOOL SENIORS' RATINGS OF JOB GJC IS DOING IN MOTIVATING STUDENTS TO LEARN

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent/ Above Average No. (%)	Average No. (%)	Poor/Very Poor No. (%)	Don't Know No. (%)
Buford	12	5 (42)	2 (17)	0	5 (41)
Central Gwinnett	32	5 (16)	12 (38)	0	15 (46)
Commerce	48	16 (33)	16 (33)	1 (2)	15 (32)
East Hall	26	10 (38)	10 (38)	1 (4)	5 (20)
Forsyth County	53	20 (38)	14 (26)	0	19 (36)
Gainesville	34	14 (41)	9 (26)	1 (3)	10 (30)
Jackson County	20	10 (50)	5 (25)	0	5 (25)
Jefferson	17	1 (6)	3 (18)	1 (6)	12 (70)
Johnson	53	21 (39)	21 (40)	2 (4)	9 (17)
North Gwinnett	21	4 (19)	8 (38)	3 (14)	6 (29)
North Hall	38	5 (13)	17 (45)	0	16 (42)
Winder-Barrow	35	6 (17)	13 (37)	0	16 (46)
All Schools Combined	*389*	*117 (30)*	*130 (33)*	*9 (3)*	*133 (34)*

TABLE 9

SELECTED HIGH SCHOOL SENIORS' RATINGS OF JOB GJC IS DOING IN PROVIDING PERSONALIZED REMEDIAL PROGRAM

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent/ Above Average No. (%)	Average No. (%)	Poor/Very Poor No. (%)	Don't Know No. (%)
Buford	12	7 (58)	1 (8)	0	4 (34)
Central Gwinnett	32	7 (22)	7 (22)	1 (3)	17 (53)
Commerce	48	21 (44)	9 (19)	1 (2)	17 (35)
East Hall	26	12 (47)	6 (23)	0	8 (30)
Forsyth County	53	22 (41)	10 (19)	0	21 (40)
Gainesville	34	13 (37)	7 (22)	1 (3)	13 (38)
Jackson County	20	12 (60)	4 (20)	0	4 (20)
Jefferson	17	1 (6)	4 (24)	2 (12)	10 (59)
Johnson	53	25 (47)	12 (23)	4 (8)	12 (22)
North Gwinnett	21	7 (33)	4 (19)	1 (5)	9 (43)
North Hall	38	7 (18)	12 (32)	0	19 (50)
Winder-Barrow	35	12 (34)	4 (12)	0	19 (54)
All Schools Combined	*389*	*146 (40)*	*80 (21)*	*10 (3)*	*153 (36)*

TABLE 10

SELECTED HIGH SCHOOL SENIORS' RATINGS OF JOB GJC IS DOING IN PREPARING STUDENTS TO GO TO FOUR - YEAR COLLEGE

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent/ Above Average No. (%)	Average No. (%)	Poor/Very Poor No. (%)	Don't Know No. (%)
Buford	12	7 (58)	2 (17)	0	3 (25)
Central Gwinnett	32	11 (34)	7 (22)	0	14 (44)
Commerce	48	23 (48)	12 (25)	0	13 (27)
East Hall	26	6 (23)	9 (35)	0	11 (42)
Forsyth County	53	20 (37)	12 (23)	0	21 (40)
Gainesville	34	16 (47)	11 (32)	1 (3)	6 (18)
Jackson County	20	11 (55)	5 (25)	0	4 (20)
Jefferson	17	2 (12)	3 (18)	2 (12)	10 (58)
Johnson	53	27 (51)	10 (19)	1 (2)	15 (28)
North Gwinnett	21	5 (24)	7 (33)	2 (10)	7 (33)
North Hall	38	7 (19)	13 (34)	2 (5)	16 (42)
Winder-Barrow	35	12 (35)	4 (11)	0	19 (54)
All Schools Combined	*389*	*147 (38)*	*95 (24)*	*8 (2)*	*139 (36)*

TABLE 11

SELECTED HIGH SCHOOL SENIORS' RATINGS OF JOB GJC IS DOING IN PROVIDING STUDENTS WITH SPECIFIC JOB SKILLS

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent/ Above Average	Average	Poor/Very Poor	Don't Know
		No. (%)	No. (%)	No. (%)	No. (%)
Buford	12	7 (58)	1 (8)	0	4 (34)
Central Gwinnett	32	6 (19)	9 (28)	2 (6)	15 (47)
Commerce	48	12 (25)	18 (38)	1 (2)	17 (35)
East Hall	26	14 (54)	4 (15)	1 (4)	7 (27)
Forsyth County	53	22 (41)	8 (15)	2 (4)	21 (40)
Gainesville	34	11 (32)	10 (30)	2 (6)	11 (32)
Jackson County	20	9 (45)	4 (20)	1 (5)	6 (30)
Jefferson	17	2 (11)	3 (18)	1 (6)	11 (65)
Johnson	53	22 (41)	17 (32)	2 (4)	12 (23)
North Gwinnett	21	5 (24)	8 (38)	1 (5)	7 (33)
North Hall	38	11 (29)	9 (24)	3 (8)	15 (39)
Winder-Barrow	35	11 (31)	9 (26)	0	15 (43)
All Schools Combined	*389*	*132 (34)*	*100 (26)*	*16 (4)*	*141 (36)*

A list of the career programs offered by the College was provided so the students could indicate their awareness of the programs (Table 12). The Secretarial Science program was the best known program by all the seniors with 97 percent overall being aware of the program. The next best known program was the Management program (60%). Forty-four percent of the students were aware of the Social Work program. Only about one-third of the students (a little more in some programs and less in others) were aware of the remaining career programs. Perhaps there is a need for more publicity (brochures, visits, etc.) for these programs.

In Tables 13-21 the ratings of specific academic areas are indicated. There was a large number responding "Don't Know" and in five areas (musical activities, art activities, financial aid, guidance and counseling, and library) from 45-50 percent indicated this response. Over one-half of the students rated the academic reputation (Table 13) as "Good" or "Excellent". About one-third of the students rated the musical activities (Table 14), art activities (Table 16), financial aid (Table 17), and guidance and counseling services (Table 18), as "Good" or "Excellent" with 10-20 percent indicating a "Fair" or "Poor" response in these areas. Approximately one-half (46%) of the students rated the drama presentations as "Good" or "Excellent" with one out of five indicating an "Excellent" rating. The appearance of the buildings and grounds (Table 19) received high ratings from two-thirds of the students, and only 24 percent indicated that they didn't know. From this information, it may be assumed that approximately three-fourths of those surveyed had at one time or another visited the campus. Over one-half of the respondents gave the athletic facilities (Table 20) a "Good" or "Excellent" rating. Nearly 50 percent of the respondents gave the library a "Good" or "Excellent" rating.

Seventy-four percent of the students indicated that they "Don't Know" in rating the PROBE Fair (Table 22). This is a significant finding.

Perhaps the students are unaware of the PROBE activities, or perhaps the Fairs are ineffective.

Ninety-four percent of all students surveyed believed that student housing should be made available at the College (Table 23).

The students were asked the open-ended question, "Would you please list some ways GJC could improve?" The responses of the students are listed in Table 24.

TABLE 12

SELECTED HIGH SCHOOL SENIORS' AWARENESS OF CAREER PROGRAMS OFFERED BY GJC

SPRING, 1980

High School	Total No. of Responses	Program: ACCOUNTING TECHNOLOGY	APPLIED SCIENCE	MANAGEMENT	CRIMINAL JUSTICE	EARLY CHILDHOOD EDUCATION	FASHION MERCHANDISING	MARKETING AND DISTRIBUTION	MEDICAL LAB TECHNOLOGY	SECRETARIAL SCIENCE	SOCIAL WORK
		No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Buford	12	11 (92)	9 (75)	12 (100)	5 (42)	8 (67)	7 (58)	4 (33)	4 (33)	11 (92)	9 (75)
Central Gwinnett	32	5 (16)	10 (31)	15 (41)	10 (31)	8 (25)	7 (22)	3 (9)	8 (25)	31 (97)	9 (28)
Commerce	48	10 (21)	5 (10)	20 (42)	8 (17)	10 (21)	10 (21)	11 (23)	4 (8)	47 (98)	12 (25)
East Hall	26	17 (65)	18 (69)	19 (73)	11 (42)	13 (50)	11 (42)	5 (19)	16 (62)	25 (96)	15 (58)
Forsyth County	53	23 (43)	19 (36)	33 (62)	13 (25)	9 (17)	14 (26)	13 (25)	23 (43)	52 (98)	18 (34)
Gainesville	34	12 (35)	11 (32)	25 (74)	8 (24)	16 (47)	13 (38)	11 (32)	9 (26)	33 (97)	19 (56)
Jackson County	20	7 (35)	8 (40)	14 (70)	8 (40)	9 (45)	8 (40)	4 (20)	7 (35)	19 (95)	12 (60)
Jefferson	17	3 (18)	3 (18)	6 (35)	2 (12)	5 (29)	4 (24)	3 (18)	4 (24)	16 (94)	4 (24)
Johnson	53	29 (55)	22 (42)	39 (74)	23 (43)	23 (43)	7 (13)	25 (13)	25 (47)	52 (98)	33 (62)
North Gwinnett	21	4 (19)	6 (29)	9 (43)	5 (24)	5 (24)	6 (28)	4 (19)	5 (24)	20 (95)	8 (38)
North Hall	38	17 (45)	19 (50)	26 (68)	13 (34)	14 (37)	12 (32)	8 (21)	13 (34)	37 (97)	17 (45)
Winder-Barrow	35	9 (26)	10 (29)	16 (46)	5 (14)	12 (34)	13 (37)	9 (26)	16 (46)	34 (97)	14 (40)
All Schools Combined	*389*	*147 (38)*	*140 (36)*	*234 (60)*	*111 (29)*	*132 (34)*	*128 (33)*	*82 (21)*	*134 (34)*	*377 (97)*	*170 (44)*

TABLE 13

SELECTED HIGH SCHOOL SENIORS' RATINGS OF THE ACADEMIC REPUTATION OF GJC

SPRING, 1980

High School	Total No. of Responses	Excellent No. (%)	Good No. (%)	Fair/Good No. (%)	Don't Know No. (%)
Buford	12	4 (33)	5 (42)	0	3 (25)
Central Gwinnett	32	4 (13)	14 (43)	7 (22)	7 (22)
Commerce	48	9 (19)	13 (27)	14 (29)	12 (25)
East Hall	26	5 (19)	13 (50)	4 (15)	4 (15)
Forsyth County	53	5 (9)	23 (44)	10 (19)	15 (28)
Gainesville	34	3 (9)	21 (62)	2 (6)	8 (23)
Jackson County	20	6 (30)	6 (30)	4 (20)	4 (20)
Jefferson	17	1 (6)	6 (35)	3 (18)	7 (41)
Johnson	53	12 (23)	26 (49)	8 (15)	7 (13)
North Gwinnett	21	5 (24)	4 (19)	3 (15)	9 (42)
North Hall	38	4 (11)	19 (50)	7 (19)	8 (21)
Winder-Barrow	35	4 (11)	9 (26)	6 (17)	16 (46)
All Schools Combined	*389*	*62 (16)*	*159 (41)*	*68 (17)*	*100 (26)*

TABLE 14

SELECTED HIGH SCHOOL SENIORS' RATINGS OF GJC MUSICAL ACTIVITIES

SPRING, 1980

High School	Total No. of Responses	Rating Excellent No. (%)	 Good No. (%)	 Fair/Good No. (%)	 Don't Know No. (%)
Buford	12	0	5 (42)	0	7 (58)
Central Gwinnett	32	5 (16)	6 (19)	3 (9)	18 (56)
Commerce	48	2 (4)	9 (19)	14 (29)	23 (48)
East Hall	26	3 (12)	5 (19)	6 (23)	12 (46)
Forsyth County	53	0	12 (23)	16 (30)	25 (47)
Gainesville	34	2 (6)	16 (47)	3 (9)	13 (38)
Jackson County	20	2 (10)	8 (40)	5 (25)	5 (25)
Jefferson	17	0	4 (24)	4 (24)	9 (52)
Johnson	53	5 (9)	15 (28)	13 (25)	20 (38)
North Gwinnett	21	0	3 (14)	6 (29)	12 (57)
North Hall	38	4 (11)	10 (26)	10 (26)	14 (37)
Winder-Barrow	35	0	9 (26)	5 (14)	21 (60)
All Schools Combined	*389*	*23 (6)*	*102 (26)*	*85 (22)*	*179 (46)*

TABLE 15

SELECTED HIGH SCHOOL SENIORS' RATINGS OF GJC DRAMA PRESENTATIONS

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent	Good	Fair/Poor	Don't Know
		No. (%)	No. (%)	No. (%)	No. (%)
Buford	12	4 (33)	2 (17)	0	6 (50)
Central Gwinnett	32	8 (25)	6 (19)	1 (3)	17 (53)
Commerce	48	6 (13)	13 (27)	8 (17)	21 (43)
East Hall	26	4 (15)	10 (39)	5 (19)	7 (27)
Forsyth County	53	4 (8)	12 (23)	14 (26)	23 (43)
Gainesville	34	15 (44)	12 (35)	1 (3)	6 (18)
Jackson County	20	7 (35)	5 (25)	3 (15)	5 (25)
Jefferson	17	0	5 (30)	3 (18)	9 (52)
Johnson	53	13 (25)	17 (32)	10 (18)	13 (25)
North Gwinnett	21	2 (10)	4 (19)	5 (24)	10 (47)
North Hall	38	8 (21)	12 (32)	5 (13)	13 (34)
Winder-Barrow	25	2 (6)	8 (23)	5 (14)	20 (57)
All Schools Combined	*389*	*73 (19)*	*106 (27)*	*60 (16)*	*150 (38)*

TABLE 16

SELECTED HIGH SCHOOL SENIORS' RATINGS OF GJC ART ACTIVITIES

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent	Good	Fair/Poor	Don't Know
		No. (%)	No. (%)	No. (%)	No. (%)
Buford	12	1 (8)	3 (25)	0	8 (67)
Central Gwinnett	32	4 (13)	5 (16)	1 (3)	22 (68)
Commerce	48	1 (2)	9 (19)	12 (25)	26 (54)
East Hall	26	3 (12)	7 (27)	6 (23)	10 (38)
Forsyth County	53	2 (4)	14 (26)	15 (28)	22 (42)
Gainesville	34	4 (12)	13 (38)	2 (6)	15 (44)
Jackson County	20	3 (15)	5 (25)	6 (30)	6 (30)
Jefferson	17	0	2 (12)	5 (30)	10 (59)
Johnson	53	8 (15)	16 (30)	10 (19)	19 (36)
North Gwinnett	21	0	6 (29)	4 (19)	11 (52)
North Hall	38	4 (10)	9 (24)	6 (16)	19 (50)
Winder-Barrow	35	0	8 (23)	5 (14)	22 (63)
All Schools Combined	*389*	*30 (8)*	*97 (25)*	*72 (18)*	*190 (49)*

TABLE 17

SELECTED HIGH SCHOOL SENIORS' RATINGS OF GJC FINANCIAL AID FOR STUDENTS

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent No. (%)	Good No. (%)	Fair/Good No. (%)	Don't Know No. (%)
Buford	12	3 (25)	5 (42)	0	4 (33)
Central Gwinnett	32	1 (3)	11 (34)	6 (19)	14 (44)
Commerce	48	5 (10)	6 (13)	11 (23)	26 (54)
East Hall	26	1 (4)	8 (31)	4 (15)	13 (50)
Forsyth County	53	4 (6)	17 (32)	9 (17)	23 (43)
Gainesville	34	2 (6)	15 (44)	2 (6)	15 (44)
Jackson County	20	4 (20)	7 (35)	3 (15)	6 (30)
Jefferson	17	0	3 (18)	5 (30)	9 (53)
Johnson	53	3 (6)	21 (39)	9 (18)	20 (37)
North Gwinnett	21	3 (14)	5 (24)	2 (10)	11 (52)
North Hall	38	3 (8)	11 (29)	5 (13)	19 (50)
Winder-Barrow	35	3 (9)	5 (14)	4 (11)	23 (66)
All Schools Combined	*389*	*32 (8)*	*114 (29)*	*60 (16)*	*183 (47)*

TABLE 18

SELECTED HIGH SCHOOL SENIORS' RATINGS OF GJC GUIDANCE AND COUNSELING SERVICES

SPRING, 1980

High School	Total No. of Responses	Rating Excellent No. (%)	 Good No. (%)	 Fair/Poor No. (%)	 Don't Know No. (%)
Buford	12	3 (25)	3 (25)	0	6 (50)
Central Gwinnett	32	1 (3)	8 (25)	4 (13)	19 (59)
Commerce	48	4 (8)	12 (25)	6 (12)	26 (54)
East Hall	26	4 (15)	5 (19)	3 (11)	14 (54)
Forsyth County	53	8 (15)	14 (27)	8 (15)	23 (43)
Gainesville	34	4 (12)	9 (26)	3 (9)	18 (53)
Jackson County	20	5 (25)	6 (30)	4 (20)	5 (25)
Jefferson	17	0	2 (12)	6 (35)	9 (53)
Johnson	53	7 (13)	18 (34)	7 (13)	21 (40)
North Gwinnett	21	4 (19)	4 (19)	3 (14)	10 (48)
North Hall	38	5 (13)	8 (21)	5 (13)	20 (53)
Winder-Barrow	35	2 (6)	6 (17)	2 (6)	25 (71)
All Schools Combined	*389*	*47 (12)*	*95 (24)*	*51 (14)*	*196 (50)*

TABLE 19

SELECTED HIGH SCHOOL SENIORS' RATINGS OF APPEARANCE OF GJC BUILDINGS AND GROUNDS

SPRING, 1980

High School	Total No. Responses	Rating			
		Excellent	Good	Fair/Poor	Don't Know
		No. (%)	No. (%)	No. (%)	No. (%)
Buford	12	8 (66)	2 (17)	0	2 (17)
Central Gwinnett	32	8 (25)	16 (50)	1 (3)	7 (22)
Commerce	48	11 (23)	17 (35)	3 (6)	17 (36)
East Hall	26	11 (42)	8 (31)	2 (8)	5 (19)
Forsyth County	53	13 (25)	20 (38)	4 (8)	16 (30)
Gainesville	34	14 (41)	14 (41)	1 (3)	5 (15)
Jackson County	20	8 (40)	7 (35)	2 (10)	3 (15)
Jefferson	17	2 (12)	4 (23)	4 (24)	7 (41)
Johnson	53	28 (53)	15 (27)	5 (10)	5 (10)
North Gwinnett	21	7 (33)	3 (14)	2 (10)	9 (43)
North Hall	38	17 (45)	13 (34)	3 (8)	5 (13)
Winder-Barrow	35	4 (11)	16 (46)	4 (11)	11 (32)
All Schools Combined	*389*	*131 (33)*	*135 (35)*	*31 (8)*	*92 (24)*

TABLE 20

SELECTED HIGH SCHOOL SENIORS' RATINGS OF GJC ATHLETIC FACILITIES

SPRING, 1980

High School	Total No. of Responses	Rating Excellent No. (%)	Good No. (%)	Fair/Poor No. (%)	Don't Know No. (%)
Buford	12	4 (33)	5 (42)	0	3 (25)
Central Gwinnett	32	1 (3)	7 (22)	7 (22)	17 (53)
Commerce	48	5 (10)	12 (25)	10 (20)	21 (44)
East Hall	26	6 (23)	8 (31)	3 (12)	9 (34)
Forsyth County	53	11 (21)	21 (40)	5 (9)	16 (30)
Gainesville	34	8 (24)	12 (35)	8 (24)	6 (17)
Jackson County	20	7 (35)	7 (35)	2 (10)	4 (20)
Jefferson	17	1 (6)	4 (23)	5 (29)	7 (41)
Johnson	53	16 (30)	24 (46)	6 (11)	7 (13)
North Gwinnett	21	4 (19)	4 (19)	1 (5)	12 (57)
North Hall	38	14 (37)	8 (21)	7 (18)	9 (24)
Winder-Barrow	35	1 (3)	13 (37)	5 (14)	16 (46)
All Schools Combined	*389*	*78 (20)*	*125 (32)*	*59 (15)*	*127 (33)*

TABLE 21

SELECTED HIGH SCHOOL SENIORS' RATINGS OF GJC LIBRARY

SPRING, 1980

High School	Total No. of Responses	Rating Excellent No. (%)	 Good No. (%)	 Fair/Poor No. (%)	 Don't Know No. (%)
Buford	12	5 (42)	2 (16)	0	5 (42)
Central Gwinnett	32	1 (3)	9 (28)	1 (3)	21 (66)
Commerce	48	5 (10)	12 (25)	5 (10)	26 (54)
East Hall	26	9 (35)	10 (38)	0	7 (27)
Forsyth County	53	11 (21)	13 (25)	7 (13)	22 (41)
Gainesville	34	6 (18)	11 (32)	2 (6)	15 (44)
Jackson County	20	6 (30)	6 (30)	0	8 (40)
Jefferson	17	1 (6)	5 (29)	4 (24)	7 (41)
Johnson	53	17 (32)	20 (38)	6 (12)	10 (18)
North Gwinnett	21	2 (10)	4 (19)	2 (10)	13 (61)
North Hall	38	4 (11)	13 (34)	3 (8)	18 (47)
Winder-Barrow	35	3 (9)	8 (23)	1 (3)	23 (66)
All Schools Combined	*389*	*70 (18)*	*113 (29)*	*31 (8)*	*175 (45)*

TABLE 22

SELECTED HIGH SCHOOL SENIORS' RATINGS OF PROBE OR RECRUITMENT ACTIVITIES

SPRING, 1980

High School	Total No. of Responses	Rating			
		Excellent	Good	Fair/Poor	Don't Know
		No. (%)	No. (%)	No. (%)	No. (%)
Buford	12	0	0	0	12 (100)
Central Gwinnett	28	1 (3)	3 (11)	4 (15)	20 (71)
Commerce	45	1 (2)	1 (2)	5 (9)	38 (86)
East Hall	26	3 (12)	2 (8)	4 (15)	17 (65)
Forsyth County	44	1 (2)	3 (7)	6 (14)	34 (77)
Gainesville	29	1 (3)	1 (3)	4 (14)	23 (80)
Jackson County	18	3 (17)	2 (11)	3 (17)	10 (55)
Jefferson	17	1 (5)	3 (18)	5 (27)	8 (50)
Johnson	41	1 (2)	3 (7)	4 (10)	33 (81)
North Gwinnett	21	1 (5)	3 (13)	4 (18)	13 (64)
North Hall	33	3 (9)	3 (9)	6 (18)	21 (64)
Winder-Barrow	35	3 (9)	2 (6)	2 (6)	28 (80)
All Schools Combined	*349*	*19 (5)*	*26 (8)*	*47 (13)*	*257 (74)*

TABLE 23

RESPONSES OF SELECTED HIGH SCHOOL SENIORS WHO BELIEVE STUDENT HOUSING SHOULD BE MADE AVAILABLE AT GJC

SPRING, 1980

High School	Total No. of Responses	Yes Responses No. (%)
Buford	10	9 (90)
Central Gwinnett	28	27 (96)
Commerce	42	41 (98)
East Hall	18	17 (95)
Forsyth County	46	43 (94)
Gainesville	29	27 (93)
Jackson County	18	17 (95)
Jefferson	15	14 (93)
Johnson	40	38 (95)
North Gwinnett	14	13 (93)
North Hall	32	30 (94)
Winder-Barrow	35	33 (94)
All Schools Combined	*327*	*309 (95)*

TABLE 24

WAYS GJC COULD IMPROVE AS INDICATED BY SELECTED HIGH SCHOOL SENIORS

SPRING, 1980

I. Services

	No. of Times Mentioned
A. Academic Services	
1. Transfer, Career, and PEP	
a. Offer more Career programs. Consider: Broadcasting, Cosmetology, Dermatology, Agricultural Science, Nursing, Animal Husbandry, Clothing and Food, Automotives, Army and Navy ROTC, Emergency Medical Technician, Architecture, Landscaping Technology, Journalism, Medical Assistant, and Allied Health	19
b. Offer additional courses: Consider: Sex education, Typewriting, Record Making (albums), Art, Physical Education, Aviation, Photography, Wildlife, Self-defense, Hunting and Fishing, and Mental Health	15
c. More emphasis on music (better, more reputable program)	5
d. Offer off-campus courses	2
e. Offer one-year programs	1
f. Make courses more challenging	1
g. Provide stronger background in scientific areas in reference to four year colleges	1
h. Become a four year college	1
2. Continuing Education	
a. Develop an awareness that GJC is a "college" instead of a 13th grade of high school	1
B. Non-Academic	
1. Athletics	
a. More sports, like wrestling	4
b. Should have a baseball team	4
c. Have a junior college football team	2
d. Have a track team	2
e. Should have Drill Team and Flag Corp	2
f. Provide athletic scholarships in track and swimming	1
g. Should have a GJC Band	

	No. of Times Mentioned
C. Personal Growth	
1. Help the students entering college understand more of what they should or need to do with themselves in college and in life	2
II. Relationships	
A. Community	
1. The college should advertise more	2
B. Other Institutions	
1. Hold open house for high school seniors	3
2. A representative needs to come to high schools during school time to talk to students about going to college	3
3. The college needs to work closer with the area high schools in college counseling and college requirement counseling	2
4. Better, well-informed representatives to answer questions concerning school	1
III. Facilities	
1. Provide dormitories	7
2. Improve library facilities and racquet ball courts	1
3. More facilities for handicapped students	1
4. Start an apartment complex, in conjunction with area builders, to house foreign and out-of-town students	1
Total Number of Responses	85

Summary and Conclusions

Sixty percent of the students surveyed in the College's defined community plan to attend college while 19 percent indicated an undecided position.

Over two-thirds of the students surveyed indicated that they had heard a considerable amount about the College and the same number indicated an awareness of the high school-GJC joint enrollment program. Over one-half rated the academic reputation, athletic facilities, Library, drama presentations, and appearance of buildings and grounds as "Excellent" or "Good".

In rating the aspects of motivating students to learn, providing personalized remedial program, preparing students to go to four-year College, and preparing students for specific job skills, approximately two-thirds of all students gave an "Excellent" to "Average" rating.

The Secretarial Science program was the best known career program with more than one-half the students also indicating an awareness of the Management program, and a little fewer than one-half of the students indicating an awareness of the Social Work program. Fewer than one-third of the students were aware of all the remaining career programs.

Parents, friends, relatives and high school counselors ranked high as the persons most frequently talked with about attending college.

These results probably indicate a need for increased publicity through brochures and increased high school visitation. The GJC recruitment efforts have been concentrated on the PROBE Fairs, but the students listed these seventh in a list of nine persons talked with about going to college.

A large number (250) of the students surveyed did not know whether a representative from Gainesville Junior College had visited their school in the last year.

A majority believed student housing should be made available.

In listing ways GJC could improve, additional career programs were mentioned more often than anything else. There were also 15 responses relating to expanding the athletic program including wrestling, baseball, football, track and swimming. Another idea presented was that the College should hold an annual high school senior day, inviting all seniors to the campus and holding special events during the day to acquaint the students with the various programs and services of the College.

Part II. High School Counselor Segment

Population

All counselors working with seniors in the 12 schools were asked to respond. Responses were received from 20 counselors from the 12 high schools.

Presentation and Analysis of High School Counselor Data

The counselors were asked to read the Statement of Purpose and then to evaluate how well GJC is operating the four programs listed in the official purpose. More than 70 percent of the counselors rated the Career, Personalized Education, and Continuing Education programs as "Excellent" or "Above Average"; while 50 percent gave this same rating to the Transfer Program. The Personalized Education seemed to be better known by the counselors than the other three programs. Only one indicated a "Don't Know" about this program.

Perhaps the number of "Don't Know" responses (Transfer, 25 percent; Career, 20 percent; and Continuing Education, 15 percent) indicates a need for better communication between the College and the counselors.

Data in Table 2 indicate the ratings in specified areas. The high numbers of "Don't Know" responses in art activities, library and musical activities suggest that efforts need to be made to familiarize the counselors with these programs to a greater degree. Eighty percent ranked the academic reputation as "Excellent" or "Above Average", while 85 percent gave this same rating to the leadership of the College administration. Seventy percent of the counselors rated the appearance of the buildings and grounds as "Excellent" or "Above Average". It should be noted that 50 percent of the counselors gave PROBE Fair and "Excellent" or "Above Average" rating and the other 50 percent rated it only as "Average".

TABLE 1

RATINGS OF HOW WELL THE HIGH SCHOOL COUNSELORS FEEL GJC IS OPERATING PROGRAMS

SPRING, 1980

Program	Number of Responses			
	Excellent	Above Average	Average	Don't Know
	No. (%)	No. (%)	No. (%)	No. (%)
Transfer	4 (20)	6 (30)	5 (25)	5 (25)
Career	2 (10)	13 (65)	1 (5)	4 (20)
PEP	5 (25)	10 (50)	4 (20)	1 (5)
Continuing Education	6 (30)	8 (40)	3 (15)	3 (15)

TABLE 2

HIGH SCHOOL COUNSELORS' RATINGS OF JOB GJC IS DOING IN SPECIFIED AREAS

SPRING, 1980

Area	Rating			
	Excellent	Above Average	Average	Don't Know
	No. (%)	No. (%)	No. (%)	No. (%)
Academic reputation	4 (20)	12 (60)	4 (20)	0
Assisting students in making high school-college transition	7 (35)	9 (45)	4 (20)	0
College administration's leadership	10 (50)	7 (35)	2 (10)	1 (5)
Relationship with community	10 (50)	5 (25)	2 (10)	3 (15)
Recreational facilities	6 (30)	7 (35)	5 (25)	2 (10)
Musical activities	5 (25)	5 (25)	3 (15)	7 (35)
Drama presentations	6 (30)	9 (45)	1 (5)	4 (20)
Student financial aid	4 (20)	7 (35)	6 (30)	3 (15)
Guidance and Counseling services	8 (40)	6 (30)	4 (20)	2 (10)
Appearance of buildings and grounds	17 (85)	3 (15)	0	0
Admission process	8 (40)	6 (30)	6 (30)	0
PROBE or recruitment activities	7 (35)	3 (15)	10 (50)	0
Art activities	1 (5)	1 (5)	5 (25)	13 (65)
Library	2 (10)	5 (25)	1 (5)	12 (60)

It appears that the counselors are aware of the career programs offered by the College (Table 3) with the possible exceptions of Accounting Technology, Medical Laboratory Technology, and Social Work. The best-known programs (Secretarial Science and Management) were the programs known best by the students.

In Table 4 the strengths of the College as indicated by the counselors are listed. This was an open-ended question on the questionnaire and the strengths listed here are, for the most part, in the words of the counselors.

The counselors were asked the open-ended question, "Would you please list some ways GJC could improve?" The responses of the counselors are compiled in Table 5.

TABLE 3

HIGH SCHOOL COUNSELORS' AWARENESS OF GJC CAREER PROGRAMS

SPRING, 1980

Program	Percent Aware of Program
	No. (%)
Accounting Technology	13 (65)
Applied Science	16 (80)
Business Management	18 (90)
Criminal Justice	17 (85)
Early Childhood	17 (85)
Fashion Merchandising	14 (70)
Marketing and Distribution	14 (70)
Medical Laboratory Technology	11 (55)
Secretarial Science	18 (90)
Social Work	11 (55)

TABLE 4

GJC STRENGTHS AS INDICATED BY HIGH SCHOOL COUNSELORS

SPRING, 1980

	No. of Times Mentioned
I. Services	
A. Academic Services	
1. Transfer, Career, and PEP	
a. Well planned curriculm	6
b. Excellent remdiation program	3
c. Good academic preparation	2
d. Open-door policy	1
e. Availability of career education	1
f. Academic placement first priority	1
B. Non-Academic	
1. Small enough to attract below average student and possibly really motivate him/her	2
2. Individual attention to students	2
3. Guidance services	1
II. Relationships	
A. Community	
1. Excellent public relations	2
2. Community involvement	1
3. Reputation in community	1
B. Standards for Admission	
1. Personable administration and faculty	1
2. Accessibility to phone calls	1
C. Other Institutions	
1. Outstanding working relationship with area counselors	1

	No. of Times Mentioned
III. Facilities	
1. Location	2
2. Modern facilities	1
3. Beautifully kept campus	1
IV. Personnel	
1. Strong and personable administration and faculty	3
2. Positive attitudes of staff	2
3. Staff	1
V. Miscellaneous	
1. Friendly atmosphere	2

TABLE 5

WAYS GJC COULD IMPROVE AS INDICATED BY HIGH SCHOOL COUNSELORS

SPRING, 1980

I. Services

	No. of Times Mentioned
A. Academic Services	
1. Transfer, Career, and PEP	
a. Offer more Career programs. Consider: Interior Design, Photography, Radio, Forestry, Dental Technology, Surveying, Legal Technology, Modeling, Commercial Art, Advertising, and Finance-Banking	10
b. Improve music, art, and drama programs	3
c. Provide ways to show skills besides paper work	1
d. Offer cooperative work experience	1
e. Offer more UGA graduate courses for advanced degree teachers	1
2. Continuing Education	
a. Offer self-help courses for family relationships	1
b. Offer short courses on practical subjects for teachers to update certificates	1
B. Non-Academic	
1. Better career guidance services	1
2. Continue offering "life sports" for adults. Eg. non-credit tennis	1
3. More culturally related events	1
4. Better student activities program	1
5. Track team should be reconsidered	1
6. Standards of Admissions	
a. Reconsider providing open admission to all students	1
b. Re-evaluate admission requirements	1
c. Students need to hear from applications sooner	1
d. Admissions office should place a note on application which states how long it takes to process the application	1

	No. of Times Mentioned
C. Other Institutions	
1. Representative from college should visit schools on a regular basis	3
2. Furnish counselors with guidelines about student placement	1
3. Provide in-service workshops to area ccunselors on placement procedures	1
4. Notify senior counselors of grading procedure for joint-enrolled students	1
5. Follow-up report to high schools on students	1
6. Hold get aquainted or student days for high school students annually	1

III. Facilities

1. Consider dormitories	1

Summary and Conclusions

The majority of the high school counselors evaluated the operation of the four programs: transfer PEP, Career programs, PEP and Continuing Education, to be "Excellent" or "Above Average."

Over 70 percent of all counselors rated the academic reputation, leadership of the College administration, and the appearance of the buildings and grounds as "Excellent" or "Above Average".

Listed as strengths were: well-planned curriculum, excellent remediation program, size of institution, strong and personable administration and faculty, and friendly atmosphere.

The best-known career programs were Secretarial Science and Management. More publicity probably needs to be given to the Accounting Technology, Medical Laboratory Technology, and Social Work programs.

There was also some indication that more needs to be done in familiarizing the counselors with musical activities, art activities, and services of the Library.

One-half of the counselors rated the PROBE Fairs as "Average" or below. Some dissatisfaction was expressed for PROBE being the primary means of recruitment. Several mentioned that a GJC representative should visit the schools on a regular basis.

In listing ways GJC could improve, additional career programs were mentioned more often than anything else. Several suggestions on standards of admission were made stressing the students' need to hear from applications sooner. Requests were made for annual in-service workshops for counselors to provide information on placement procedures, grading procedures for joint enrollees, and to provide follow up reports.

REPORT OF THE
ALUMNI SEGMENT
OF THE
GAINESVILLE JUNIOR COLLEGE
COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

By
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REPORT OF THE ALUMNI SEGMENT OF THE
GAINESVILLE JUNIOR COLLEGE
COMMUNITY IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

Purpose

This Alumni segment is one of the six segments of the Gainesville Junior College (GJC) Community Impact Study/Needs Assessment Inventory. It has as its purpose: (1) to evaluate past programs, facilities, and participation in extra-class opportunities; (2) to evaluate the participation in certain programs, opportunities, and facilities presently offered by GJC; (3) to assess the image the College has in the community; and (4) to identify felt needs or ways to improve its programs and services offered to the community.

Procedure

A steering committee of four persons was appointed by the President in November and charged with the responsibility of conducting a Community Impact/Needs Assessment Study. This committee met separately and later with a consultant from the Southern Association of Colleges before deciding on the scope and method to be used in conducting the study. One result was the decision to make a survey of former students a part of the entire work.

A telephone survey was chosen as an appropriate method to contact former students. There were two reasons for this. Two years ago a study of all graduates of the past five years had been conducted using a mail-out questionnaire. This took nearly six months to complete and it was hoped that use of the telephone would get quicker responses. The other reason related to the fact that the telephone survey is being used increasingly as a quick and relatively inexpensive method for obtaining feedback on issues of interest. This project provided an opportunity to test the feasibility of adding this method to ways of contacting alumni and proved to be successful.

The Steering Committee prepared a questionnaire (Appendix J) designed to be concise but clear and to cover the stated purposes formulated earlier. They then met with the Southern Association consultant and with the University of Georgia research consultant who assisted in further revisions.

It was decided a minimum sample size of 150 was needed. Each person was to have been a student at GJC within the past six years. In addition, it was determined that if at all possible, the telephoning should not be performed by faculty or administrative personnel since the questions being asked touched them too closely.

Fortunately, a group of older students knew about this projected study and were interested. They were members of one of the clubs on campus, and most were psychology or sociology majors who had been involved with surveys and interviews. They were eager and willing to assist and their help was gratefully accepted. They were at the College but in no way responsible for its operation. The Steering Committee considered that those telephoned would speak freely and feel no constraint in making their responses.

To lend credibility to the telephone interview, a summary or paraphrasing of the major points to be covered was written. The President wrote a letter explaining the overall purpose of the study and enlisting cooperation from the alumni. This summary was enclosed with the letter which was signed personally by the President and mailed first-class to each person on the sample list (Appendices K and L).

The questionnaire was tried out by five student and staff members before final revisions were made. The group of volunteers who were to do the actual telephoning met twice to receive instructions and to collect their lists of names. A training session which included two mock interviews was held, written directions for interviewing (Appendix M) distributed, and questions answered at these sessions.

Population

The population was all students who attended GJC for at least one quarter during the calendar years 1974 through 1979 and who lived at that time in the defined region of Barrow, Forsyth, northern Gwinnett, Hall and Jackson Counties.

Selection of Sample

The sample to be called was selected by the sequential random sample method. It is acknowledged that this is not truly random, but no alumni lists were at hand and no computer services were available. To obtain such lists student records were easily accessible and student assistants were instructed to select every tenth record and note the name, address, and most recent phone number. These names were then listed by counties of residence for later telephone work.

Characteristics of Respondents

The questionnaire was coded and data tabulated by computer. Of the 152 who were contacted by this telephone survey, 55 percent (83) were male and 45 percent (69) female. The proportions of males and females in attendance at GJC during this period were 54.2 percent male and 45.2 percent female. The black enrollment during this time averaged nearly four percent.

At the time of this survey they ranged in age from 17 to 61 with the youngest a former joint-enrollment high school male and oldest a female. Mean age for females was 28.7 and for males 29.1 with an overall mean of 28.9. This age distribution may be found in Table 1.

As a group the respondents had attended GJC an average of almost six quarters, although not necessarily as full-time students. Those who had been on campus over eight quarters were frequently students who had taken one course each quarter. For example, three former students were identified who had attended 16 quarters, another 18, and one even had 21 grade reports on his permanent record. Data for quarters attended are presented in Table 2.

TABLE 1

AGES AND SEX
OF SAMPLE OF 152 GJC ALUMNI

SPRING, 1980

Age	Male	Female	Total	%
17 - 19	3	3	6	4
20 - 24	24	25	49	32
25 - 29	20	18	38	25
30 - 34	19	9	28	18
35 - 39	11	3	14	9
40 - 44	3	6	9	6
45 - 49	1	2	3	2
50 - 54	1	1	2	1
55 - 59	1	1	2	1
60 - 64	0	1	1	1
Total	83	69	152	
%	54.6	45.4	100	
Mean	29.1	28.7	28.9	
Median	27.1	25.5	27.4	

TABLE 2

TOTAL NUMBER OF QUARTERS ATTENDED AT GJC BY SAMPLE OF 152 ALUMNI RESPONDENTS (LAST QUARTER BETWEEN 1974 AND 1979)

SPRING, 1980

No. Quarters	Male	Female	Total	%
1	5	8	13	8.6
2	12	9	21	13.8
3	8	10	18	11.8
4	7	4	11	7.2
5	7	9	16	10.5
6	12	8	20	13.2
7	10	6	16	10.5
8	0	7	7	4.6
9 - 12	13	6	19	12.5
13 - 16	7	2	9	5.9
17 - 20	1	0	1	.7
21 - 24	1	0	1	.7
	83	69	152	100.0
Mean	6.39	5.13	5.82	–

The respondents came from the five counties comprising the population for this study. The number, percentage of the total sample from each county, and the period covered by the study, is found in Table 3. The percentage was calculated using the total attendance from the five counties as a base. Alumni from Jackson County were under-represented while Hall County alumni were over-represented. The other three counties were polled in proportions nearly equal to their representation at GJC.

Were the numbers of those successfully contacted in approximately the same proportions as their yearly enrollment at GJC? The quarter and year of last enrollment for each respondent had been collected from the student files in the Registrar's Office. In Table 4 the year and quarter of last attendance and the percentage for each year are displayed. These percentages were based on total sample and on total enrollment figures. Inspection of this table shows the early years to be proportionately under, the middle two over, and the last two years fairly well represented. It should be emphasized that there are yet no easily available lists of names, much less correct addresses of former students. The successful contacts made were largely the result of conscientious, determined workers who, in some instances, made as many as ten or twelve efforts to locate individuals.

Data in Table 5 summarize the composition of the sample of alumni including age, sex, race, county, quarters attended, and last year of attendance.

Presentation of Data, Findings and Analyses

Of 73 respondents who transferred, two-thirds (49) attended one of the University System of Georgia institutions. Slightly under one-half of these went to the University of Georgia, others to a System institution. The remaining one-third (24) attended a private college, another junior college, vocational-technical school, or a specialized institution such as law, art, etc.

In terms of the entire sample, just over one-half have not attended another

TABLE 3

COUNTY OF RESIDENCE FOR 152 RESPONDENTS IN THE GJC ALUMNI SURVEY

SPRING, 1980

County	No.	%	GJC Representation[1] 1974 - 79 %
Barrow	13	8.6	8.4
Forsyth	15	9.9	10.3
Gwinnett	27	17.8	18.6
Hall	91	59.9	53.0
Jackson	6	3.9	9.7

[1] Percentages based on total representation from the five county area, not on total GJC head count.

TABLE 4

QUARTER OF LAST ENROLLMENT FOR SAMPLE OF 152 GJC ALUMNI

SPRING, 1980

Year	Fall	Winter	Spring	Summer	Total	Percentage of Respondents	Percentage of Enrollment
74	2	3	5	1	11	7.2	12.7
75	6	10	7	0	23	15.1	17.3
76	9	12	11	2	34	22.4	18.7
77	2	15	13	3	33	21.7	18.3
78	4	9	12	2	27	17.8	16.7
79	4	6	11	3	24	15.8	16.4
Total	27	55	59	11	152	100.0	—
%	17.8	36.2	39.8	7.2	—	—	—

TABLE 5

CHARACTERISTICS OF SAMPLE OF 152 GJC ALUMNI

SPRING, 1980

Characteristics		%
Age:	Under 20 years	3.9
	20 - 29 years	57.2
	30 - 39 years	27.6
	40 and over	11.2
	Mean (years)	28.9
Sex:	Male	54.6
	Female	45.4
Race:	Black	3.9
	White	96.1
County:	Barrow	8.4
	Jackson	9.7
	Forsyth	10.3
	Gwinnett	18.6
	Hall	53.0
Quarters attended:	1 - 4	41.4
	5 - 8	38.8
	9 - 12	12.5
	More than 12	7.2
	Mean (quarters)	5.82
Last year of attendance:	1974	12.7
	1975	17.3
	1976	18.7
	1977	18.3
	1978	16.7
	1979	16.4

institution since leaving GJC while 15 percent attended the University of Georgia, 17 percent another System institution, and 16 percent went elsewhere.

Data in Table 6 present the ratings of their academic preparation for further work as given by 73 who attended some post-secondary institution after leaving GJC. The seven categories used may seem arbitrary, but their choice was based on an earlier 1978 study of 400 GJC graduates. For those graduates, transfers had gone to the University of Georgia, North Georgia, and Brenau at the ratio of approximately 3:2:1 with comparatively few transferring to a wide selection of schools, but mainly to one in the University System. Therefore, what the former students felt about their academic preparation for these three schools was deemed important. Attendance at other system schools was scattered and these are collected into the category, "Four Year". Calculations show this sample transferred to the University of Georgia, North Georgia College, and Brenau College at the ratio of approximately 5:3:2, not greatly different from the 1978 sample.

Data for the seven categories of institutions to which 73 of the sample transferred are displayed in Table 6. No person had rated the GJC preparation as "Poor" or "Very Poor". All mean ratings except in junior colleges are well within the Above Average Category. The mean rating for that group represents only two persons and probably would be ignored for that reason. The mean ratings as ranked from high to low are "Other", North Georgia College, Brenau College, four year system schools, University of Georgia, vocational-technical schools and junior colleges. Whether "Other" and vocational-technical rankings are valid depends on the reader's viewpoint as to whether preparation for these institutions is part of the GJC purpose.

Two-thirds of this sample attended one of the University System of Georgia schools, approximately one-eighth attended Brenau College, and the remaining one-fifth went to a vocational-technical school, another junior college, private

TABLE 6

RATINGS ON ACADEMIC PREPARATION FOR FURTHER COLLEGE OR TECHNICAL SCHOOL WORK AS REPORTED BY 73 GJC ALUMNI WHO TRANSFERRED

SPRING, 1980

	Rating					
Institution	Excellent	Above Average	Average	Total	%	Weighted Means[1]
U. Ga.	7	10	6	23	32	1.96
Four-Year	5	5	3	13	18	1.85
N. Ga.	7	3	3	13	18	1.69
Brenau	4	3	2	9	12	1.78
Vo. Tech.	1	5	2	8	11	2.13
Jr. College	0	0	2	2	3	3.00
Other	2	3	0	5	7	1.60
Total	26	29	18	73	101	1.89
Percent	35.6	39.7	24.7	—	—	—

---

[1] Weighted Means were calculated using Excellent = 1, Above Average = 2, Average = 3. There were no ratings lower than Average.

four-year institutions, etc. Excluding "Other", and "Junior College". All of the weighted means in Table 6 are well within the "Above Average" range with these means ranging from 1.69 to 2.13.

Respondents Who Did Not Transfer. Those who had not attended another institution after leaving GJC were asked to report on their work status and on how well they felt GJC had prepared them for their present employment.

This group consisted of 79 persons. Of these, 70 (89 percent) were employed, eight were not, and one did not reply. Because of the interest in the career preparation of students, only those working in the same areas or in areas related to their preparation were asked to rate the adequacy of this training. Those who transferred were purposely not asked the question since it was assumed that the effects of their further training could not be separated from their GJC preparation. A summary of the response data is found in Table 7.

Both groups rated their preparation as "Above Average". As might be expected, those working in the same field gave higher ratings than those working in an area only related to their preparation. It may seem surprising that almost one-half of those working are not in their area of preparation. A logical explanation might include that promotions do occur which take workers into new areas or a person takes the only opening available. Perhaps the College should consider instituting new programs which more nearly meet the needs of this expanding industrial region.

Extra-Class Activities. A question asking specific information about the extent of student participation in extra-class activities was included in the questionnaire because of the controversial activity period. To investigate this involvement a little more closely than by simply totaling numbers participating in each activity, each person's activities were listed separately.

TABLE 7

RATINGS OF ALUMNI AS TO THEIR GJC PREPARATION FOR PRESENT EMPLOYMENT

SPRING, 1980

Employment Status	Rating of Preparation Received: Excellent	Rating of Preparation Received: Above Average	Rating of Preparation Received: Average	Rating of Preparation Received: Below Average	Weighted Means[1]	Total	Percentage Employed N=70	Percentage Sample N=79
Same as Preparation	6	11	3	0	1.85	20	28.6	25.3
Related to Preparation	3	7	5	1	2.25	16	22.8	20.3
Unrelated to Preparation	—	—	—	—		34	48.6	43.0
Not Employed	—	—	—	—		8	—	10.1
No Response	—	—	—	—		1	—	1.3
Overall					2.03	79	100.0	100.0

[1] Weighted Means were calculated using Excellent = 1, Above Average = 2, Average = 3, Below Average = 4.

Data in Table 8 classify the total number of activities engaged in by the specific activity, while data in Table 9 classify the individual activities against the numbers participating. The second table shows total participation in each activity.

Approximately 30 percent of the sample took part in one or more activities during their attendance at GJC. Of these, 20 percent engaged in one, six percent in two, and the remainder in three or more activities.

Intramurals was by far the most popular activity involving a total of 28 persons,intercollegiate athletics came second, followed closely by clubs. Of the 44 reporting an activity, approximately two-thirds were in intercollegiate athletics, with a slightly smaller percentage in clubs. Fine arts (music, drama and art) were not well represented, nor was student government, a very small group who could not possible have a large representation.

Time Spent and Quarter of Non-Return. The College has been especially concerned with retention, but no data have been available on the number of students who leave permanently. Do an inordinate number of students withdraw after the first quarter, after two quarters, after a year, or does any pattern exist? The last quarter of attendance and the number of quarters spent at GJC along with the percentages leaving after a specific number of quarters are arrayed in Table 10. Graduates and transients were not identified when the data were collected, so no assumptions can be made on whether designating these as withdrawals was legitimate in the sense that their work here was completed.

Using either three or four quarters as an academic year, several observations can be made by examination of Table 10. Approximately one-third of the respondents did not return after attending GJC for three, or fewer, quarters and two-fifths after four or fewer quarters. By the end of six quarters nearly two-thirds had dropped out and after eight quarters, four fifths were no longer at the College.

TABLE 8

PARTICIPATION IN EXTRA-CLASS ACTIVITIES AS REPORTED BY 152 GJC ALUMNI

Activity	Number of Participants	Total No. (%)	Percent of 44 Participants
No Activity	–	108 (71.7)	–
One Activity	–	30 (19.7)	68.2
Intramurals	16		
Intercollegiate Athletics	3		
Drama	3		
Music	1		
Art	2		
Clubs	4		
Other	1		
Two Activities		9 (5.9)	20.4
Intramurals and Intercollegiate Athletics	3		
Intramurals and Music	1		
Intramurals and Art	1		
Intramurals and Clubs	1		
Intramurals and Other	2		
Intercollegiate Athletics and Student Government	1		
Three Activities		3 (2.0)	6.8
Intramurals, Clubs, and Student Government	1		
Intramurals, Clubs, and Intercollegiate Athletics	1		
Intramurals, Music, and Student Publications	1		
Four Activities		1 (0.6)	2.3
Intramurals, Intercollegiate Athletics, Clubs, and Other[1]	1		
Participated but did not specify	1	1 (0.6)	2.3
TOTAL	44	152(100.5)	100.0

[1] "Other" was generally not specified by the respondent.

There was not a high withdrawal rate after one quarter, but percentage wise the highest loss occurred after two quarters. Also, information in the table indicates that withdrawal rates following winter quarter were virtually the same as the loss at the end of six quarters, the normal graduation time.

Continuing Education/Public Service

Twenty-three persons, slightly under 15 percent of the sample, had attended a Continuing Education course or workshop since leaving GJC. As indicated in Table 11, nearly one-half of these did so because of personal interest, nearly one-fourth attended to obtain a specific job skill, while the remaining came for other reasons. These numbers are too small to be more than indicators of a possible trend. It does seem that few of these alumni are taking advantage of these continuing education programs, especially since the question was not limited to experiences of the past year.

Visits to GJC Campus. Those being interviewed were asked, "Have you had occasion to visit the campus during the past year?" Nearly one-half of the alumni respondents had done so (Table 12). The reason given most often was "Other", which included such diverse statements as "to visit a friend for lunch", "to visit a former teacher", "pick up a transcript", and the like. Reasons given for coming to campus in rank order from high to low were: (1) use recreational facilities, (2) attend athletic event, (3) use library, (4) attend an entertainment event, (5) visit guidance office, and (6) take a credited course. The question immediately preceding had dealt with Public Services and presumably none were included with these responses. Also, many theatre productions were presented off-campus, so entertainment events probably ranked lower than they should have.

Of the 77 people who had visited campus, the 53 persons who came for one reason did so primarily to use the recreational facilities, attend an athletic

TABLE 9

PARTICIPATION IN EXTRA-CLASS ACTIVITIES BY SPECIFIC ACTIVITY AS REPORTED BY 152 GJC ALUMNI[1]

SPRING, 1980

Activity	No.
Intramurals	28
Intercollegiate Athletics	9
Drama	3
Music	3
Art	2
Clubs	8
Student Publications	1
Unspecified	1
TOTAL	55

---

[1] Forty-four alumni reported participation in one or more activities. See Table 8.

TABLE 10

NUMBER OF QUARTERS SPENT AT GJC BY THE LAST QUARTER ATTENDED AS REPORTED BY 152 GJC ALUMNI

SPRING, 1980

No. Quarters at GJC	Last Quarter Attended				Total No. (%)	Cumulative %
	Fall	Winter	Spring	Summer		
1	3	4	5	1	13 (8.6)	8.6
2	4	10	5	2	21 (13.8)	22.4
3	3	2	12	1	18 (11.8)	34.2
4	2	5	3	1	11 (7.2)	41.4
5	5	7	3	1	16 (10.5)	51.9
6	1	10	8	1	20 (13.2)	65.2
7	3	5	7	1	16 (10.5)	75.6
8	2	1	2	2	7 (4.6)	80.2
9-12	4	6	8	1	19 (12.5)	92.7
13 or more	0	5	6	0	11 (7.2)	100.0
Total	27	55	59	11	152	
(%)	(17.8)	(36.2)	(38.8)	(7.2)	(99.9)	

TABLE 11

PARTICIPATION IN CONTINUING EDUCATION/
PUBLIC SERVICE CLASSES AND WORKSHOPS AS REPORTED
BY 23 GJC ALUMNI

SPRING, 1980

	No. of Participants	Total	Percentage	
			Participants N = 23	Total Sample N = 152
1. No Participation		129		84.9
2. Reason for attendance				
a. Personal interest only	11		47.8	7.2
b. To obtain specific job skill only	6		26.1	3.9
c. Another reason	3		13.0	2.0
d. Personal interest and job skill	2		8.7	1.3
e. Job skill and another reason	1		4.3	0.7
TOTAL		23	99.9	100.0
3. Total of reasons by category				
a. Personal interest	13			
b. Job skill	9			
c. Another reason	4			

event or to use the library (Table 12). Athletic events, recreational facilities, attendance at meetings and entertainment events received nearly equal mention by those who gave two reasons for coming on campus. Finally, those who gave three or more reasons for coming listed to use the library, to attend athletic events, and to use recreational facilities in that order in nearly equal numbers.

None of these figures, when broken into these categories of reasons, is large enough to be more than an indicator of usage, but if this sample is large enough to be representative, about one-half of the former students visit the campus primarily for social reasons or for some type of activity--athletic or entertainment--and/or to the use the library. Few use the facilities for meetings or to take academic-credited courses to any appreciable extent. Table 13 summarizes these findings for all visits, including Public Service.

GJC's Strongest Points. The question, "What are GJC's greatest strengths" had been included on all the questionnaires except the Economic Impact segment. In order to make comparisons among the segments and to facilitate summarizing the data, all comments were classifed as (1) Services (including academic, non-academic and personal growth); (2) Boundary relationships (encompassing community, inter- and intra-student, staff, faculty, and administration); (3) Facilities; (4) Personnel; and (5) Miscellaneous, a category used for comments which could not logically be classified in one of the first four categories, although they seemed closely related in many cases.

The comments were classified and categories ranked according to the total number of comments made within each one. A summary of abbreviated comments is presented in Table 14. There were 148 comments made concerning Services, 85 about Relationships, 57 regarding Facilities, 50 about Personnel, and 33 Miscellaneous making a total of 373 comments.

To identify GJC's strengths more exactly, specific comments within each category were ranked according to the number of comments given. A list of the

TABLE 12

REASONS FOR CAMPUS VISITS OVER PAST YEAR
AS REPORTED BY SAMPLE OF 152 GJC ALUMNI

SPRING, 1980

	Total		% of 77 Visitors
	No.	%	
Have not visited campus	75	(49.3)	–
One reason			
Use recreational facilities	8		
Athletic event	6		
To use library	4		
Attend entertainment event	1		
Attend college-related meeting	2		
Attend non-college meeting	0		
To visit Guidance Center	1		
To take an academic course	2		
Other	29		
Total	53	(34.9)	(68.9)
Two reasons			
Athletics and entertainment	3		
Athletics and meeting	2		
Athletics and other	1		
Recreation and entertainment	1		
Recreation and meeting	2		
Recreation and library	2		
Recreation and other	1		
Entertainment and other	1		
Meeting and library	1		
Meeting and other	1		
Total	15	(9.9)	(19.5)
Three reasons			
Athletics, recreation, entertainment	1		
Athletics, recreation, meeting	1		
Athletics, library, other	1		
Athletics, library, meeting	1		
Recreation, library, other	1		
Recreation, library, entertainment	1		
Total	6	(3.9)	(7.8)
Four or more reasons	3	(2.0)	(3.9)
GRAND TOTAL 117	152		(100.1)

TABLE 13

REASONS GIVEN BY 77 GJC ALUMNI WHO HAD RETURNED TO CAMPUS DURING THE PAST YEAR (FOR OTHER THAN CONTINUING EDUCATION EVENT)

SPRING, 1980

Activity and Reason	No.	Percent[1]	
		Visitors N=77	Sample N=152
1. To use Recreational Facilities	19	24.7	12.5
2. To attend Athletic Event	18	23.4	11.8
3. To use Library	14	18.2	9.2
4. To attend Entertainment Event (play, music)	12	15.6	7.9
5. To attend College-related Meeting	7	9.1	4.6
6. To attend Non-college Related Meeting	4	5.2	2.6
7. To visit Guidance Center	4	5.2	2.6
8. To take Academic-credited course	2	2.6	0.7
9. For some other purpose	37	48.1	24.3

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[1] Percents are based on total sample of 152, and will not add to 100 since person may be in two or more categories.

TABLE 14

GJC STRONGEST POINTS IN RANK ORDER BY GENERAL CATEGORY AS INDICATED BY 152 ALUMNI

SPRING, 1980

Rank	Category	No. Times Mentioned
1	I. Services (Total: 148)	
	A. Academic Services:	
	1. Transfer, Career, Personalized Education Program: stress on academics, good specific courses and divisions, personalized instruction, good basics, excellent/good school	107
	2. Good Public Service/Continuing Education	1
	B. Non-Academic Services:	35
	Many available activities, good student activities, drama, sports programs, intramurals, student council, intercollegiate athletics and events, no-hassle registration, Veterans Administration assistance	
	C. Personal Growth:	5
	Opportunity for attending college, preparation for later college work, get a degree	
	TOTAL SERVICES:	148
2	II. Relationships (Total: 85)	
	A. With Community:	3
	Good relations; good night classes	
	B. With Students/Staff/Faculty/Administration:	81
	Small, friendly college; small classes; good student-faculty rapport; caring, willing, and helpful faculty; individual attention	
	C. With Other Institutions:	1
	Chance for high school students to begin college early	
	TOTAL RELATIONSHIPS:	85

TABLE 14 (CONT'D)

GJC STRONGEST POINTS IN RANK ORDER BY GENERAL CATEGORY AS INDICATED BY 152 ALUMNI

SPRING, 1980

Rank	Category	No. Times Mentioned
3	III. Facilities (Total: 57)	
	A. Location:	43
	Close, convenient, live at home	
	B. Other:	14
	Excellent library; good parking; neat, clean grounds	
	TOTAL FACILITIES:	57
4	IV. Personnel (Total: 50)	
	A. Good/Strong/Quality Faculty	37
	B. Specific Mention of Individual Faculty Members	11
	C. Good Administrative Personnel; Good Night School Professors	2
	TOTAL PERSONNEL:	50
5	V. Miscellaneous (Total: 33)	
	A. Tuition:	13
	Affordable, low, no extras	
	B. Atmosphere, etc.:	20
	Relaxed, friendly, conducive to study, treated as adult	
	TOTAL MISCELLANEOUS:	33
	TOTAL STRONG POINTS:	373

ten strongest points as perceived by the alumni sample was then made. This more detailed list along with the number of times each comment was made is in Table 15.

The ten strongest points as named by the Alumni are listed in Table 16 as course work, faculty, harmonious relationships, school location, varied curriculum, size of school (small), student activities, facilities, tuition, and atmosphere, in that order.

Ways GJC Could Improve. Table 17 summarizes in some detail 158 comments on ways GJC could improve.

By category, Services received approximately two-thirds of all the suggestions. Following this, Facilities received 27 comments, 16 of which concerned a need for some kind of housing. Fourteen suggestions to improve Relationships were made, but no pattern or area for improvement seems evident. Most of the comments tended to be individual observations, except for three comments while there were four for Personnel. In Table 18 the responses are grouped by rank order under the same categories used in classifying GJC's strongest points. The five specific suggestions which received the largest number of comments are presented in rank order in Table 19. The top ways mentioned that GJC could improve all concerned Academic Services. Quality of teaching received a total of 22 comments. There were 21 comments to improve scheduling, including: spread schedules out, offer better and more choices in night school, do away with activity period and use it for class, and introduce a mini-quarter. In third rank order were 20 requests for additional programs and courses.

In fourth and fifth rank order were suggestions on providing housing and becoming a four year school. Since Regents' policies control these areas, the College can do little about these two suggestions. However, the 15 percent spontaneous comments are an indication of GJC alumni thinking.

TABLE 15

GJC STRENGTHS AS INDICATED BY TELEPHONE SURVEY OF 152 ALUMNI

SPRING, 1980

Strengths	No. Times Mentioned
I. Services (Total: 148)	
A. Academic Services	
1. Transfer, Career and Personalized Education Programs:	
a. Specific divisions/courses mentioned as excellent/good	53
b. Wide variety, good curriculum, basics	24
c. Stress on academics/academic excellence	13
d. Night classes--good/meet student needs	9
e. Excellent/good school	4
f. Personalized instruction	3
g. Thorough class testing	1
2. Public Service/Continuing Education: Good Continuing Education	2
Sub-Total Academic Services:	108
B. Non-Academic	
1. Student Activities:	
a. Available/good/many/specific mention	8
b. Drama	5
c. Sports program, intramurals	4
d. Student Council	2
2. Athletics:	
a. Intercollegiate (tennis, basketball)	4
b. Good programs/events	4
c. Good training for athletes	2
3. Other:	
a. Veterans Administration	2
b. No hassle application and registration	2
c. Counseling	1
d. Fantastic Public Relations	1
Sub-Total Non-Academic Services:	35

TABLE 15 (CONT'D)

GJC STRENGTHS AS INDICATED BY TELEPHONE SURVEY OF 152 ALUMNI

SPRING, 1980

Strengths	No. Times Mentioned
C. Personal Growth	
1. Educational Opportunity: provides for those who could not otherwise attend/see what you can do/ opportunity to get degree	3
2. Maturation Opportunity: good preparation for college life/easy transition from home to college	2
Sub-Total Personal Growth:	5
TOTAL SERVICES:	148
II. Relationships (Total: 81)	
A. Community Relationships	
1. Good for community/good involvement with community	2
2. Community classes at night - good to have	1
Sub-Total Community Relationships:	3
B. Among Students, Staff, Faculty, Administration	
1. Good student-faculty relations/rapport	15
2. Concerned/caring faculty	9
3. Helpful/willing/available/giving of extra time/faculty	5
4. Friendly/faculty, people	5
5. Faculty and staff interested in meeting needs of students	4
6. Helpful staff	3
7. Small/friendly college	20
8. Small classes	15
9. Individual attention	5
Sub-Total Student,Faculty,Staff,Administration	81

TABLE 15 (CONT'D)

GJC STRENGTHS AS INDICATED BY TELEPHONE SURVEY OF 152 ALUMNI

SPRING, 1980

Strengths	No. Times Mentioned
C. With Other Institutions: chance for high school students to begin college early	1
TOTAL RELATIONSHIPS:	85
III. Facilities (Total: 57)	
A. Location: convenient/accessible/allows one to live at home	43
B. Good facilities	7
C. Excellent/nice library	4
D. Good parking	2
E. Neat, clean grounds	1
TOTAL FACILITIES:	57
IV. Personnel (Total: 50)	
A. Faculty (academic preparation/teaching)	
1. Good/excellent/strong/quality	37
2. Individual faculty mentioned	11
3. Good professors for night students	1
B. Administrative personnel	1
TOTAL PERSONNEL:	50
V. Miscellaneous (Total: 33)	
A. Tuition: affordable/low/no extras for out-of-county students	13

TABLE 15 (CONT'D)

GJC STRENGTHS AS INDICATED BY TELEPHONE SURVEY OF 152 ALUMNI

SPRING, 1980

Strengths	No. Times Mentioned
B. Atmosphere: relaxed, calm, friendly, pleasant, conducive to learning	13
C. Great/good/everything, FUN	4
D. Treated as adult, enjoyed being with younger students	2
E. Well organized	1
TOTAL MISCELLANEOUS:	33
TOTAL STRONG POINTS:	373

TABLE 16

RANK ORDER OF GJC'S TEN STRONGEST POINTS COMPILED FROM COMMENTS MADE BY 152 GJC ALUMNI

SPRING, 1980

Rank	Category	No. Times Mentioned
1	Specific divisions/courses	53
2	Quality Faculty	49
3	Harmonious student and/or personnel relationships	46
4	Location of school	43
5	Varied/basic/good curriculum	37
6	Small classes/college	35
7	Student activities, including athletics	29
8	Excellent, well-kept facilities	14
9	Affordable tuition	13
10	Atmosphere	13

TABLE 17

WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS SUGGESTED BY 152 ALUMNI

SPRING, 1980

Category	No. Times Mentioned
I. Services (Total: 106)	
A. Academic Services:	
1. Transfer, Career, Personalized Education Program:	
a. Quality: strengthen specific courses, specific listings of ways to improve, other comments on depth/teaching/equipment	22
b. Specific programs/courses needed: add Associate Degree in Criminal Justice major, extend Fine Arts major, expand Honors program, add Business and Education courses, make Poultry program compatible with University of Georgia program, add Mathematics and Statistics courses	20
c. Scheduling: space offerings better; add night school courses; Saturday/Saturday-Sunday classes; have mini-quarter; hold classes three days a week; have 7:00 A.M. classes; offer night classes once a week	17
d. Become a four-year school	10
e. Activity period: eliminate it and use time for classes	4
f. Miscellaneous comments beyond GJC control	4
2. Continuing Education/Public Service:	
a. Offer graduate level Continuing Education courses for graduates	3
b. Strengthen current offerings and courses	2
Sub-Total Academic Services	82
B. Non-Academic Services	
1. Student Services:	
a. Improve financial aid; greatly improve faculty advisement; update/improve counseling, including career	7
b. Improve Veterans Administration services	2
c. Involve businesses in job placement	1
d. Develop more efficient registration; use pre-registration	2
e. Conduct on-campus interviews	1
f. Provide pre-career experiences in community	1

TABLE 17 (CONT'D)

WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS SUGGESTED BY 152 ALUMNI

SPRING, 1980

Category	No. Times Mentioned
2. Activities:	
a. Develop more and better student publications, involve night school more	5
b. Develop well-rounded athletic program	3
c. Add track, baseball, swim teams	2
Sub-Total Non-Academic Services:	24
TOTAL SERVICES:	106
II. Relationships (Total: 14)	
A. With Community: maintain contact with graduates, allow library use to graduates, improve Century Club opportunities	3
B. Among Students, Staff, Faculty, Administration:	
1. Offer small classes in specific areas	3
2. Other: watch pressure in day classes; faculty should know students more personally; have more concern for older students and veterans	5
C. With Other Institutions:	
1. Coordinate with Lanier Tech/University System better	2
2. Develop system so grades will transfer	1
TOTAL RELATIONSHIPS:	14
III. Facilities (Total: 27)	
A. Provide off- or on-campus dormitories/apartments	16
B. Serve students better:	
1. Enlarge art room	1
2. Improve library	2

TABLE 17 (CONT'D)

WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS SUGGESTED BY 152 ALUMNI

SPRING, 1980

Category	No. Times Mentioned
3. Stock sufficient books, more used books, inform night school of location of bookstore, improve cafeteria	4
C. Add more facilities (to increase enrollment)	1
D. Offer off-campus classes	2
E. Need transportation	1
TOTAL FACILITIES:	27
IV. Personnel (Total: 4)	
A. Change/eliminate certain English faculty	2
B. Improve caliber/professionalism of some professors	2
TOTAL PERSONNEL:	4
V. Miscellaneous (Total: 7)	
A. Attain a more collegiate atmosphere	2
B. Other: offer budget plan for women, have more control over night classes, watch money solicitation in Student Center	3
C. See nothing wrong/keep going in same way	2
TOTAL MISCELLANEOUS:	7
TOTAL WAYS GJC COULD IMPROVE:	158

TABLE 18

RANK ORDER OF WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS SUGGESTED BY SAMPLE OF 152 ALUMNI

SPRING, 1980

Rank	General Category		No. Times Mentioned
1	Services		106
	Academic	82	
	Non-Academic	24	
2	Facilities		27
3	Relationships		14
4	Miscellaneous		7
5	Personnel		4
	TOTAL WAYS TO IMPROVE:		158

TABLE 19

RANK ORDER OF THE FIVE TOP WAYS GJC COULD IMPROVE AS MENTIONED BY 152 GJC ALUMNI

SPRING, 1980

Rank	Ways to Improve	No. Times Mentioned
1	Improve quality of teaching/equipment	22
2	Improve scheduling	21
3	Add programs and courses	20
4	Provide housing	16
5	Become a four year college	10

Finally, after the open-ended question of how GJC could improve, two additional specific questions on the College were asked. One question concerned scheduling; the other dealt with the feasibility of student housing. The question on scheduling was included due to the large percentage of working students and an awareness of the rising cost of gasoline. The continuation of the Activity Period (11:00-12:00) when no classes are scheduled has been repeatedly questioned. A desire to lengthen the day, to hold night classes less often, and various arrangements for Saturday or weekend classes are all ideas which have been discussed on campus.

Table 20 lists the responses concerning class scheduling. Three-fifths of the alumni suggested offering late afternoon classes beginning at five. Just over one-half suggested Saturday morning classes and approximately the same number were in favor of eliminating the Activity Period (a few suggested it be held later in the day), and nearly one-half thought the 4:00-6:00 P.M. time slot would be a good class time. Although this alumni sample was small, the responses indicate that Friday-Saturday classes, or to begin the day's schedule at 7:00 A.M. probably is not feasible at this time. Only 40 and 34 percent, respectively, agreed with these two suggestions.

Along with the question of scheduling, the alumni respondents were also asked specifically for their opinion on student housing. This question was included because the GJC Foundation has been actively examining the matter. In Table 20 a tally of the alumni's evaluation of the feasibility of student housing is given. Examination of this table reveals that well over one-half of the former students were in favor of student housing, nearly 40 percent felt student housing was not feasible, and fewer than five percent expressed no opinion.

Opinions on housing came up spontaneously when the alumni were asked to

TABLE 20

CLASS SCHEDULE RECOMMENDATIONS AS MADE BY 152 GJC ALUMNI

SPRING, 1980

Class Hours/Time	Yes No. (%)	No No. (%)	No Response No. (%)
7:00 A.M. - 8:00 P.M.	52 (34.2)	96 (63.2)	4 (2.6)
11:00 A.M. - 12:00 NOON	80 (52.6)	68 (44.4)	4 (2.6)
4:00 P.M. - 6:00 P.M.	74 (48.7)	75 (49.3)	3 (2.0)
5:00 P.M. - 7:00 P.M.	93 (61.2)	55 (36.2)	4 (2.6)
Saturday Morning	78 (51.3)	70 (46.1)	4 (2.6)
Friday - Saturday Combination	61 (40.1)	86 (56.6)	5 (3.3)

express their opinions on the subject. In Tables 21 and 22 the opinions and comments on housing are tabulated, along with reasons given for restrictions on this housing. These opinions and comments should be considered along with the spontaneous comments made of the need for housing which arose in response to the open-ended question on how GJC could improve. The ideas and feelings from the alumni viewpoint should be of special interest to those studying the question of the feasibility of student housing at GJC.

Summary and Conclusions

Alumni who transferred to another four-year school rated their preparation here as excellent or above average. Those who are working in a job either related to or in their field of preparation at GJC reported their preparation as above average or better. Nearly one-half of the respondents worked in a field different from the one in which they received their preparation at GJC.

The alumni surveyed spent on an average nearly six quarters at GJC. The highest drop-out rates occurred during or at the end of winter and spring quarters. The highest percentage withdrew after two quarters.

Approximately 30 percent participated in one or more out-of-class activities with intramurals heading the list.

Since leaving GJC, approximately one in six has returned to the College for a Continuing Education/Public Service class or workshop, primarily for their personal interest and secondly to obtain a specific job skill.

Nearly one-half of the alumni respondents were on the GJC campus during the past year. Their predominant reason for returning was recreational--to use the recreational facilities or to attend an athletic event. The third most frequent reason given was to use the library.

Alumni named GJC's greatest strengths as excellence of individual divisions or courses, well-qualified faculty, harmonious atmosphere, and location of the school. They were nearly unanimous in saying they would (and do) recommend

TABLE 21

OPINIONS OF 152 GJC ALUMNI ON THE QUESTION: SHOULD GJC PROVIDE STUDENT HOUSING?

SPRING, 1980

Response	No. (%)
1. Yes	86 (56.6)
2. No	59 (38.8)
3. Don't Know	3 (2.0)
4. No Opinion	3 (2.0)
5. No Response	1 (0.6)
TOTAL	152 (100.0)

TABLE 22

OPINIONS AND COMMENTS MADE BY 152 GJC ALUMNI CONCERNING THE FEASIBILITY OF STUDENT HOUSING

SPRING, 1980

Opinion and Comment	No. Times Mentioned
I. Reasons FOR Student Housing	
A. Today's transportation costs	5
B. Encouragement for more students to attend	5
C. Convenience for those living far away	3
D. Housing problem in Gainesville	2
E. Attraction of additional students	1
F. Encouragement of college-type atmosphere	1
G. Like to live on campus	1
TOTAL:	18
II. Restrictions on Housing	
A. For students 50 miles away	1
B. For students 150 miles away	1
C. Especially for low income students	1
D. For a few	1
E. Only if GJC goes four years	1
F. Only if there is a need	1
G. Dorms as opposed to apartments	1
TOTAL:	7
III. Reasons AGAINST Student Housing	
A. Would detract from the advantageous community college concept	5
B. Would take money; uneconomical at present; probably economically unfeasible	4
C. Enough (inexpensive) housing available now; would take away from established apartments in town	2
D. Too expensive to taxpayers	1
E. Would raise expense to students	1
F. School not large enough	1
G. Would lose small college concept	1
TOTAL:	15
IV. Statements made by UNDECIDED	
A. Is GJC ready to grow?	1
B. Does GJC need to draw students from far away?	1
TOTAL:	2
GRAND TOTAL:	42

the College to a high school senior.

Suggestions for betterment included improving quality or depth of programs, improving scheduling, adding courses, providing student housing, and becoming a four-year college. A number of the scheduling comments applied specifically to night school classes.

On the question of the Activity Period, slightly more than one-half the respondents recommended it be used as a class period, while some felt it should be scheduled, but not eliminated. Sixty-one and fifty-one percent suggested 5:00-7:00 P.M. and Saturday mornings respectively as appropriate times for classes.

Fifty-six percent thought GJC should provide student housing of some kind.

REPORT OF THE
ADMINISTRATION, FACULTY AND STAFF SEGMENT
OF THE
GAINESVILLE JUNIOR COLLEGE
IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

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REPORT OF THE
ADMINISTRATION AND FACULTY SEGMENT
OF THE
GAINESVILLE JUNIOR COLLEGE
IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

Purpose

The Administration and Faculty segment is one of six parts of the Gainesville Junior College Community Impact Study/Needs Assessment Inventory. It has as its purpose: (1) to determine administration and faculty perceptions of how well the College is fulfilling its stated purpose through its provision of educational and cultural experiences in the community, (2) to assess the image of the College, and (3) to determine their feelings on needs or ways to improve the programs and services to the community.

Procedure

The Needs Assessment Steering Committee developed the questionnaire (Appendix N) used in this study after meeting with the University of Georgia's research consultant and with the consultant from the Southern Association of Colleges. These consultants assisted with refining the plans which had been made as to the scope of the study and method to be used. After several rewritings, the questionnaire was tested on five administration or faculty members and the final revision was made.

Results of the questionnaire were tabulated by computer except for the open-ended comments. After the Steering Committee had decided on five categories under which to classify all open-ended comments on the College's strengths and weaknesses, two members of the committee independently classified all such comments. Discrepancies in classification were then discussed and decisions were made as to the proper categories in which to place these comments.

Population

All members of the College faculty and administration were asked to participate. For purposes of summary and analysis, administration and faculty reponses were combined. There were three reasons for this. One was that nearly all administrators have teaching responsibilities; and another was that with only 14 in this group, any percentages or inferences based on such a small number, would be suspect. Finally, in the entire study, anonymity of replies had been stressed; and, in some cases, it would be only too easy to identify individuals with such a small group.

This portion of the study does not represent a sample. The 60 respondents were 14 administration and 46 faculty members.

Presentation of Data, Findings, and Analyses

Data in Table 1 reveal that the all-white faculty and administration were equally divided between the sexes with over one-half being between the ages of 26 and 40. Numerically in descending order, they represented six divisions: Social Sciences, Learning Resources, Humanities, Natural Science and Mathematics, Business, and Physical Education with Humanities and Natural Science equally represented. Three out of five had been employed at the College fewer than ten years while two out of five had been at the College ten or more years. In terms of the highest level of formal education, the administration and faculty were nearly equally divided between those who have earned master's degrees and those who have earned degrees beyond the master's level. Two have not received a master's degree and two have some "Other" unspecified degree. In brief, of the College personnel, one-third of the faculty and administration have a doctorate.

Administration and faculty members were asked their opinions concerning the job the College is doing in operating each of the four programs now designed to fulfill the College's stated purpose: Transfer, Career, Personalized Education

TABLE 1

CHARACTERISTICS OF 60 GJC FACULTY AND ADMINISTRATION MEMBERS

SPRING, 1980

	Characteristic	No.	(%)
Sex	Male	30	(50.0)
	Female	30	(50.0)
Age	21-25	2	(3.0)
	26-30	6	(10.0)
	31-40	26	(43.3)
	41-50	17	(28.3)
	Over 50	9	(15.0)
Ethnic origin	Caucasian	59	(98.3)
	Hispanic	1	(1.7)
Division to which reports are made	Business	8	(13.3)
	Humanities	10	(16.7)
	Learning Resources	13	(21.7)
	Natural Science/Mathematics	10	(16.7)
	Physical Education	3	(5.0)
	Social Sciences	15	(25.0)
	No response	1	(1.7)
Years employed	Fewer than 5	18	(30.0)
	5 but fewer than 10	18	(30.0)
	10 or more	24	(40.0)
Highest level of formal education	Bachelor's degree	2	(3.3)
	Master's degree	29	(48.3)
	Specialist's degree	7	(11.7)
	Doctor's degree	20	(33.3)
	Other	2	(3.3)

and Continuing Education. Data in Table 2 indicate that overall two-thirds of this group felt the College was doing an above average or excellent job, approximately one-fourth, an average job. No ratings lower than "Average" and not any "Don't Know's" were reported for Transfer programs. Dissatisfaction or unfamiliarity with Career and Personalized Education programs was small, totaling less than seven percent for each one. However, five percent indicated "Don't Know" and twenty-three percent indicated "Poor" or "Very Poor" when responding to this question as it concerned Continuing Education.

To determine the degree of success of these programs in the viewpoint of the faculty and administration, weighted means were calculated as indicated on Table 2.

Next, the administration and faculty were asked to indicate the degree of importance they felt should be given each of the four programs over the next five years. The percentages of respondents rating the programs as "Very Important" or "Important" were as follows: Transfer, 100 percent; Career, 97 percent; PEP, 85 percent; and Continuing Education, 72 percent.

The faculty and administration were asked to state their degree of satisfaction with 17 different services offered by the College. Their responses along with the weighted means, based on the descending scale of one to four, are displayed in Table 4. More than 80 percent of the respondents indicated a "Very Satisfied" or "Satisfied" rating of Drama or Theatre Programs, the Business Office, Athletic Facilities, and Bookstore Services. Less than 50 percent were satisfied with Registration Procedure, General Entertainment, and Continuing Education. Generally, the faculty and administration expressed opinions on each of the services except in the areas of General Entertainment and Financial Aid Office. "No Opinion" responses accounted for nearly one-fourth of the General Entertainment and one-sixth of the Financial Aid responses.

TABLE 2

RATINGS AS REPORTED BY FACULTY AND ADMINISTRATION AS TO JOB GJC IS DOING IN OPERATING EACH OF THE FOUR PROGRAMS DESIGNED TO FULFILL ITS STATED PURPOSE

SPRING, 1980

		Rating						
Program	Total No. Responses	Excellent No. (%)	Above Average No. (%)	Average No. (%)	Poor No. (%)	Very Poor No. (%)	Don't Know No. (%)	Weighted Means[1]
Transfer	60	18 (30.0)	34 (56.7)	8 (13.3)				1.83
PEP	60	12 (20.0)	33 (55.0)	11 (18.3)	3 (5.0)	1 (1.7)		2.13
Career	60	8 (13.3)	31 (51.7)	17 (28.3)	2 (3.3)		2 (3.3)	2.22
Continuing Education	60	6 (10.0)	17 (28.3)	20 (33.3)	8 (13.3)	6 (10.0)	3 (5.0)	2.84
Overall	240	44 (18.3)	115 (47.9)	56 (23.3)	13 (5.4)	7 (2.9)	5 (2.1)	2.25

[1] "Weighted Means" were calculated using 1=Excellent; 2=Above Average; 3=Average; 4=Poor; 5=Very Poor. "Don't Know" responses were not included in calculations.

TABLE 3

OPINIONS OF FACULTY AND ADMINISTRATION AS TO DEGREE OF EMPHASIS WHICH SHOULD BE PLACED ON EACH OF THE FOUR PROGRAMS OFFERED BY GJC

SPRING, 1980

		Rating					
Program	Total No. Responses	Very Important No. (%)	Important No. (%)	Little Importance No. (%)	No Importance No. (%)	Don't Know No. (%)	Weighted Means[1]
Transfer	60	44 (73.3)	16 (26.7)				1.27
Career	60	33 (55.0)	25 (41.7)	2 (3.3)			1.48
PEP	60	16 (26.7)	35 (58.3)	7 (11.7)	1	1	1.88
Continuing Education	60	13 (21.7)	30 (50.0)	11 (18.3)	4 (6.7)	2 (3.3)	2.10

[1] "Weighted Means" calculated using 1= Very Important; 2=Important; 3=Little Importance; 4=No Importance. "Don't Know" responses were not included in calculations.

TABLE 4

RANK ORDER OF SATISFACTION WITH CERTAIN COLLEGE SERVICES AS PERCEIVED BY MEMBERS OF GJC FACULTY AND ADMINISTRATION

SPRING, 1980

		Satisfaction					
Area	Total No. Responses	Very Satisfied No. (%)	Satisfied No. (%)	Somewhat Dis-satisfied No. (%)	Very Dis-satisfied No. (%)	No Opinion No. (%)	Weighted Means[1]
Drama/Theatre Programs	60	33 (55.0)	13 (30.0)	5 (8.3)	1 (1.7)	3 (5.0)	1.50
Business Office	60	17 (28.3)	27 (61.7)	3 (5.0)	1 (1.7)	2 (3.3)	1.75
Athletic Facilities	60	15 (25.0)	37 (61.7)	4 (6.7)	0 (0.0)	4 (6.7)	1.80
Bookstore Services	60	10 (16.7)	39 (65.0)	11 (18.3)	0 (0.0)	0 (0.0)	2.02
Registrar's Office	60	12 (20.0)	34 (56.7)	12 (20.0)	1 (1.7)	1 (1.7)	2.03
Financial Aid Office	60	10 (16.7)	30 (50.0)	8 (13.3)	2 (3.3)	10 (16.7)	2.04
Counseling Center	60	8 (13.3)	33 (55.0)	11 (18.3)	5 (8.3)	3 (5.0)	2.23
Student Activities (Clubs and Organizations)	60	4 (6.7)	38 (63.3)	13 (21.7)	2 (3.3)	3 (5.0)	2.23
Athletic Program	60	7 (11.7)	34 (56.7)	12 (20.0)	5 (8.3)	2 (3.3)	2.26
Learning Resource Center/Library	60	6 (10.0)	31 (51.7)	17 (28.3)	3 (5.0)	3 (5.0)	2.30
Food Service	60	5 (8.3)	31 (51.7)	18 (30.0)	3 (5.0)	3 (5.0)	2.33
Music Programs	60	7 (11.7)	23 (38.3)	21 (35.0)	3 (5.0)	6 (10.0)	2.37
Faculty Advisement	60	4 (6.7)	28 (46.7)	26 (43.3)	1 (1.7)	1 (1.7)	2.41
Student Orientation	60	5 (8.3)	25 (41.7)	24 (40.0)	3 (5.0)	3 (5.0)	2.44
Registration Procedure	60	4 (6.7)	25 (41.7)	27 (45.0)	3 (5.0)	1 (1.7)	2.49
General Entertainment	60	2 (3.3)	24 (40.0)	13 (21.7)	7 (11.7)	14 (23.3)	2.54
Public Service/ Continuing Education	60	4 (6.7)	23 (38.3)	18 (30.0)	14 (23.3)	1 (1.7)	2.71
All Services Combined	1020	153(15.0)	510(50.0)	243(23.8)	54 (5.3)	60 (5.9)	2.21

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[1] "Weighted Means" were calculated using 1=Very Satisfied; 2=Satisfied; 3=Somewhat Dissatisfied; 4=Very Dissatisfied. "No Opinion" responses were not included in calculations.

One major category in this study concerned Relationships. To investigate these, the College community (considered in terms of its components--Administration, Faculty, Staff, and Students) was separated into six pairs. The faculty and administration were asked to rate the climate of the relationships between each pair. Results of this question are seen in Table 5.

Eighty-eight percent of the respondents rated Faculty-Student relationships "Excellent" or "Above Average"; while only thirty-three percent rated Administration-Faculty relationships similarly. However, 30 percent stated "No Opinion" concerning relationships between Staff and Administration.

Overall, 55 percent felt relationships were "Excellent" or "Above Average"; 29 percent, "Average"; 21 percent, "Poor" or "Very Poor"; and 10 percent had no opinion at least on certain pairings of these relationships.

Gainesville Junior College Strengths. Each respondent was asked, "What do you consider GJC's greatest strengths to be?"

A total of 175 responses to this question were categorized. Data in Table 6 indicate, in descending order, that Relationships received the greatest number of comments, followed by Personnel, Facilities, Services, and Miscellaneous. These responses, slightly condensed, are displayed by these categories in Table 7.

Within the five categories, certain areas received more comments than others. After analyzing these, a list of ten top specific strengths was formulated. This ranked list (Table 8) indicates the three greatest strengths to be strength of faculty; genuine concern for students; and adequate, well-kept facilities.

Ways to Improve. The administration and faculty made 124 suggestions on the ways the College could improve. By category, Services, Relationships, Personnel, Miscellaneous, and Facilities received decreasing numbers of comments. This rank-order is seen in Table 9, while in Table 10 these comments are listed by category in some detail.

TABLE 5

PAIRWISE RATINGS OF THE CLIMATE OF RELATIONSHIPS BETWEEN ADMINISTRATION, FACULTY, STAFF, AND STUDENTS AS PERCEIVED BY GJC ADMINISTRATION AND FACULTY

SPRING, 1980

Pair	Total No. Responses	Responses						Weighted Means[1]
		Excellent No. (%)	Above Average No. (%)	Average No. (%)	Poor No. (%)	Very Poor No. (%)	No Opinion No. (%)	
Faculty-Students	60	19 (31.7)	34 (56.7)	6 (10.0)	0 (0.0)	0 (0.0)	1 (1.7)	1.78
Staff-Faculty	60	10 (16.7)	31 (51.7)	15 (25.0)	3 (5.0)	0 (0.0)	1 (1.7)	2.19
Student-Administration	59	8 (13.3)	24 (40.0)	18 (30.0)	1 (1.7)	0 (0.0)	8 (13.3)	2.24
Staff-Students	60	8 (13.3)	19 (31.7)	21 (35.0)	2 (3.3)	1 (1.7)	9 (15.0)	2.39
Staff-Administration	60	2 (3.3)	22 (36.7)	14 (23.3)	4 (6.7)	0 (0.0)	18 (30.0)	2.48
Administration-Faculty	59	3 (5.0)	17 (28.3)	29 (48.3)	7 (11.7)	3 (5.0)	0 (0.0)	2.83
Total	358	50 (14.0)	147 (41.1)	103 (28.8)	17 (4.7)	4 (1.1)	37 (10.3)	2.31

[1] "Weighted Means" were calculated using 1=Excellent; 2=Above Average; 3=Average; 4=Poor; 5=Very Poor. "No Opinion" responses were not included in calculations.

TABLE 6

RANK ORDER OF THE FIVE GREATEST STRENGTHS BY GENERAL CATEGORY AS INDICATED BY 60 GJC ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Rank	General Category		No. Times Mentioned
1	Relationships		81
	With community	8	
	Among Student-Faculty-Staff-Administration	73	
2	Personnel		38
3	Facilities		22
4	Services		19
	Academic	14	
	Non-Academic	2	
	Personal Growth	3	
5	Miscellaneous		15
	TOTAL STRENGTHS:		175

TABLE 7

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY 60 ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Strengths	No. Times Mentioned
I. Services (Total: 19)	
A. Academic Services	
1. Transfer, Career, and PEP Programs	
a. Quality	
(1) Strong/good/high standards	7
(2) Variety of educational programs	2
(3) Strong remedial program	1
b. Transfer program: good/second to none	1
B. Public Service/Continuing Education	
1. Providing these services	2
2. Meet common needs through facility agreements and Continuing Education	1
Sub-Total Academic Services:	14
C. Non-Academic Services	
1. Student activities program-valiant attempt	1
2. Theatre	1
Sub-Total Non-Academic Services:	2
D. Personal Growth	
1. Students prepared for further education	2
2. Interest in individual faculty development	1
Sub-Total Personal Growth:	3
TOTAL SERVICES:	19

TABLE 7 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY 60 ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Strengths	No. Times Mentioned
II. Relationships (Total: 80)	
A. With Community	
1. GJC takes pride in its position and relationships with community	2
2. Respect of community	1
3. Community support/involvement	3
4. Open door policy	1
5. Provision of programs/to fit needs of community	1
Sub-Total Community Relationships:	8
B. Among Students-Staff-Faculty-Administration	
1. Concern/care comments	
a. Genuine concern/interest in students as individuals	14
b. Administration, faculty, and staff care about students	1
c. Caring faculty/administration/staff	3
2. Contacts	
a. Good student/faculty contacts (relationships)	7
b. Personal/professional contacts good most of the time	1
c. Close/personal contact with students	4
d. Faculty willingly spends time with students	2
3. Rapport/Communication/Relationships	
a. Good faculty rapport with students	2
b. Good student/faculty communication	1
c. Good cooperation between faculty	1
d. General rapport among faculty	2
e. Good faculty/administration accessibility	2
f. Good faculty attitude toward students	1
g. Good flexibility and informality in dealing with students	1
h. Supportive administration	1
i. Pleasant atmosphere among amployees	1
4. Size	
a. Small-classes/school	10
b. Class size favorable for student/faculty contact	1

TABLE 7 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY 60 ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Strengths	No. Times Mentioned
5. Other	
a. Student oriented school/atmosphere	9
b. Student oriented staff/faculty/administration	3
c. Sincere efforts made to serve student needs	1
d. Faculty treated as professionals	1
e. If not the fostering, at least the acceptance of diversity	1
h. Efforts made to help students with study problems	1
Sub-Total Among Students-Staff-Faculty-Administration:	73
TOTAL RELATIONSHIPS:	81
III. Facilities (Total: 22)	
A. Location	
1. Mentioned, but without comment	3
2. Physical accessibility	1
3. Geographic location/in growing area	2
B. Plant and Campus	
1. Physical plant--adequate physical facilities	2
2. Good facilities	4
3. Well kept grounds/facilities; cleanliness, beauty above average	3
4. Attractive, well kept, beautiful campus/facilities	4
C. Equipment	
1. Well equipped library	1
2. Good equipment	1
D. Other: Attempts made to furnish faculty with necessary environments to teach	1
TOTAL FACILITIES:	22

TABLE 7 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY 60 ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Strengths	No. Times Mentioned
IV. Personnel (Total: 38)	
A. Faculty	
1. Mentioned without qualifications	10
2. Strong, basically strong, good, proficient, quality, experienced, reputation for knowledge and ability, see students get quality education	12
3. Professional, loyal, dedicated, take responsibilities seriously	4
B. Administration	
1. Good admininistration	2
2. The President	1
3. Easily accessible administration	1
4. Experienced, supportive	2
5. Good academic leadership	1
6. Good middle administration	1
C. Staff	
1. Good staff	1
2. Good support staff	2
D. Other: competent professional staff	1
TOTAL PERSONNEL:	38
V. Miscellaneous (Total: 15)	
A. Atmosphere	
1. Positive/wholesome/working	3
2. Informal/very personal	2
3. Friendly-fosters mutual comfort and respect between employees and students/good morale	2
B. Finances	
1. Provides inexperience college education to local area	1
2. Financially accessible	1
3. Efficience of operation	1
4. Excellent resources	1

TABLE 7 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY 60 ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Strengths	No. Times Mentioned
C. Other	
1. Academic freedom	1
2. Faculty given autonomy in performing their job	1
3. Ability to do what it wants to, when it wants, to whom it wants to, and any amount of money it wants to	1
4. Good morale	1
TOTAL MISCELLANEOUS:	15
TOTAL GJC STRENGTHS:	175

TABLE 8

RANK ORDER OF THE TOP TEN STRONGEST POINTS AS INDICATED BY 60 GJC ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Rank	Strength	No. Times Mentioned
1	Strong, professional faculty	26
2	Genuine concern for students	18
3	Adequate, well-kept facilities	15
4	Close personal contact with students	14
5.5	Size (school and class)	11
5.5	Quality of academics	11
7.5	Administration	8
7.5	Community involvement	8
9	Atmosphere	7
10	Location	6

TABLE 9

RANK ORDER OF WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 60 ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Rank	General Category		No. Times Mentioned
1	Services		46
	Academic	32	
	Non-Academic	14	
2	Relationships		32
	With Community	3	
	Among Students-Staff-Faculty-Administration	28	
	With Other Institutions	1	
3	Personnel		23
4	Miscellaneous		18
5	Facilities		5
	TOTAL WAYS TO IMPROVE		124

TABLE 10

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 60 GJC ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Ways to Improve	No. Times Mentioned
I. Services (Total: 46)	
A. Academic Services	
1. Transfer, Career, Personalized Education Programs	
a. Emphasis: emphasize academics; give more respect to academics, more support of academics by administration; expect students to work more outside of class; more concern for academics, less for athletics	9
b. Scheduling: better schedules, more variety in night schedules; have academic classes at 11:00 a.m.; change/eliminate activity period	5
c. Other: the heart and backbone of college in regular transfer program; reconsider matter of testing--perhaps too much going on; make more resources available to night students	3
d. Additional courses needed: expand recreational programs, add more career-oriented/cooperative education courses	2
e. Course content: include more writing and research in academic courses; do not let concern for students lower educational standards	2
f. Off-campus offerings: offer academic classes in other towns	2
g. Special Studies: future should be decided upon and stated; spend too much time and money, should aim more toward borderline, average, and especially bright student	2
2. Continuing Education/Public Services	
a. Quality: have careful evaluation of image these programs project; less emphasis on these programs, more on academics	5
b. Additional programs: keep developing these	1

TABLE 10 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 60 GJC ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Ways to Improve	No. Times Mentioned
c. Organization: reorganize overall program	1
Sub-Total Academic Services:	32
B. Non-academic Services	
1. Student Service Needs: more cultural programs, improve academic advising, improve student aid programs, more job placement opportunity, expand student activity program	6
2. Sports/Athletics: discontinue inter-collegiate athletics, find out what students want and give it to them, less emphasis in athletics	3
3. Recruitment and Retention: needs improvement, actively recruit older students	3
4. Other: provide faculty sick and personal leave; have better public relations	2
Sub-Total Non-Academic Services	14
TOTAL SERVICES:	46
II. Relationships (Total: 32)	
A. With Community	
1. Faculty: more involvement	2
2. Alumni: use alumni to develop alumni organization	1
Sub-Total Community Relationships	3

TABLE 10 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 60 GJC ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Ways to Improve	No. Times Mentioned
B. Among Students, Staff, Faculty, Administration	
1. Communication: improve faculty-administration/campus-wide communication, improve quality, increase confidentiality	7
2. Decision and Policy Making: include faculty, more faculty input, open and above board, greater consistency	7
3. Governance: establish clearly defined functions of all professional positions, specify clear lines of authority and responsibility, adhere to chain of command, eliminate "power struggle" games, either use merit system or say we are not using it	7
4. Other: more notice of, more regular faculty meetings; better discipline of students; control class sizes; better faculty-faculty cooperation; Dean's not advise "easy" courses, total faculty involvement with students	7
Sub-Total Among Students, Staff, Faculty, Administration	28
C. With Other Educational Institutions; become more closely related	1
TOTAL RELATIONSHIPS:	32
III. Facilities (Total: 5)	
A. Buildings	
1. More student housing	1
2. Facility to support Fine Arts program	1
3. Better usage planning between academic and Continuing Education programs	1

TABLE 10 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 60 GJC ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Ways to Improve	No. Times Mentioned
B. Equipment	
1. More emphasis on library holdings/audio-visual materials	1
2. Improve directional signs for visitors	1
TOTAL FACILITIES:	5
IV. Personnel (Total: 23)	
A. Administrative	
1. General Organization: review need for two deans, streamline administrative team, clearly define duties, firm chain of command	6
2. Leadership: better coordination/cooperation; speak with one voice; administrators with integrity who give strong, inspiring leadership	5
B. Faculty/Staff	
1. Retention: keep only those who produce, GJC overstaffed, review support personnel needs	4
2. Faculty: hire adequate number, utilize minorities, more programs, rewarding superior performance, better organization (to improve morale)	4
3. Workshops: provide faculty development workshops, in-service training for secretarial staff	3
4. Staff: improve efficiency	1
TOTAL PERSONNEL:	23

TABLE 10 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 60 GJC ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Ways to Improve	No. Times Mentioned
V. Miscellaneous (Total: 18)	
A. Budget	
1. Continuing Education: should pay for itself	5
2. Pay Scale: more standardized, better support, consistency in merit raises	3
3. Financial Support: needs improvement	2
4. Activities: bring expenditures in activities up to expenditures in athletics	1
5. Funds: available for faculty improvement	1
B. Economy: Recycle paper	1
C. Planning	
1. Have master calendar	1
2. Serious long range planning with adequate input	1
D. Other	
1. Higher degree of interest in school purpose	1
2. More consistency in all areas	1
3. Greater faculty consistency in enforcement of attendance policies	1
TOTAL MISCELLANEOUS:	18
GRAND TOTAL WAYS TO IMPROVE:	124

These comments were analyzed in the manner explained above for discovering the College's strongest points. Data in Table 11 indicate that the administration and faculty were most concerned about five areas within the general categories. These specific areas included administrative organization and leadership, emphasis on academics, changes in Non-Academic Services, Student Activities, and campus communications.

Data in Table 12 summarize the replies of 23 respondents to the separate question, "Are there any specific courses and/or programs you think GJC should be offering?" Since this was also an open-ended question, the responses covered a broader scope than merely additions to the course offerings and all responses are included in the summary. Four requests for computer science courses led the list of needed additions to the curriculum. In addition, two changes were suggested. There were five requests for off-campus centers and one request for a four-day week.

One final question relating to GJC needs was asked. This concerned desirable additional class hours for course offerings and responses are to be found in Table 13. A large majority--over 70 percent of the faculty and administration respondents--were in favor of classes during the present 11:00 a.m. Activity Period but fewer than 20 percent were in favor of either 7:00 a.m. or some Friday-Saturday combination of classes.

The involvement of faculty and administration in service to the community was the final aspect of this study and relates to the category Relationships Within the Community. Data in Table 14 indicate that one-third of these respondents engaged in one or more types of paid services such as consulting. Slightly more than three out of five performed volunteer services which were academically related and included judging fairs, etc. Over one-half of these respondents donated time and effort to various community services, such as Scouting, performing in musical groups, etc. Finally nearly two-thirds of

TABLE 11

RANK ORDER OF THE TOP FIVE SPECIFIC WAYS GJC COULD IMPROVE AS INDICATED BY 60 ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Rank	Ways to Improve	No. Times Mentioned
1	Administrative organization and leadership	25
2	Emphasize academics	14
2	Make changes in Non-Academic Services to more closely fit student needs	14
4	Student activities	9
5	Communications	7

TABLE 12

COURSES AND PROGRAMS WHICH SHOULD BE OFFERED AND SUGGESTED CHANGES IN SERVICES AS INDICATED BY 60 GJC ADMINISTRATION AND FACULTY MEMBERS

SPRING, 1980

Area[1]	Courses/Programs
	I. Specific New Programs/Changes
Arts	Creative writing
Business	Legal assistant
	Finance
	Insurance
	Computer science/programming (2 year transfer) (2)
Career	Nursing
	Cooperative education
	Computer science
	English for career students
Sciences	Fortran
	Computer science outside business (2)
	Linear algebra
Social Sciences	State and local government
Other	Survey of college skills (5 weeks, 2 hours/week)
	Add career programs after careful planning and with constant evaluation
	Add one year certificate programs in all areas
	II. Changes
Centers	Take courses out into off-campus centers (5)
Schedule	Courses given four days a week

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[1] There were 23 specific suggestions made concerning the above areas.

TABLE 13

RECOMMENDATIONS OF GJC ADMINISTRATION AND FACULTY ON ADDITIONAL TIMES FOR SCHEDULING CLASSES

SPRING, 1980

	Yes	No	Total No. Responses	%[1] "Yes"
7:00 a.m. - 8:00 a.m.	10	44	54	18.5
11:00 a.m. - 12:00 Noon	38	15	53	71.7
4:00 p.m. - 6:00 p.m.	18	35	53	34.0
5:00 p.m. - 7:00 p.m.	22	31	53	41.5
Saturday morning	17	36	53	32.1
Friday-Saturday combination	10	43	53	18.9
Other combinations	12	32	44	

---

[1] Percentages based on total of "Yes" and "No" responses.

TABLE 14

PARTICIPATION OF GJC ADMINISTRATION AND FACULTY IN PAID AND VOLUNTEER COMMUNITY SERVICES DURING ACADEMIC YEAR 1979-80

SPRING, 1980

	Participation			Groups/Organizations Receiving Service				
Type of Service	Yes No. (%)	No No. (%)	No Response No. (%)	One No. (%)	Two No. (%)	Three No. (%)	Four No. (%)	Five or More No. (%)
Consulting, Workshops, etc. (paid)	20 (33.3)	40 (66.7)	0 (0.0)	8 (13.3)[1]	7 (11.7)	2 (3.3)	2 (3.3)	1 (1.7)
Academic-related (non-paid speeches, judging, etc.)	37 (61.7)	23 (38.3)	0 (0.0)	14 (23.3)	12 (20.0)	3 (5.0)	1 (1.7)	7 (11.7)
Volunteer Community (music, etc. but not religious-related)	33 (55.0)	27 (45.0)	0 (0.0)	11 (18.3)	12 (20.0)	2 (3.3)	2 (3.3)	6 (10.0)
Religious-related	38 (63.3)	21 (35.0)	1 (1.7)	-	-	-	-	-

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[1] Percent calculated on total faculty and administration. N=60.

TABLE 15

CURRENT MEMBERSHIP OF GJC ADMINISTRATION AND FACULTY MEMBERS IN VARIOUS TYPES OF ORGANIZATIONS

SPRING, 1980

	Membership		Number of Organizations				
	Yes	No	One	Two	Three	Four	Five or more
Type of Organization	No. (%)	No. (%)	No. (%)[1]	No. (%)	No. (%)	No. (%)	No. (%)
Civic or fraternal	32 (53.3)	28 (46.7)	19 (31.7)	9 (15.0)	3 (5.0)	0 (0.0)	1 (1.7)
Religious	42 (70.0)	18 (30.0)	34 (56.7)	7 (11.7)	0 (0.0)	1 (1.7)	0 (0.0)
Professional	53 (88.3)	7 (11.7)	9 (15.0)	16 (26.7)	12 (20.0)	5 (8.3)	11 (18.3)
Other	20 (33.3)	40 (66.7)	11 (18.3)	6 (10.0)	1 (1.7)	2 (3.3)	0 (0.0)

---

[1] Percentages based on total faculty and administration, N=60.

them were engaged in a type of service related to a religious group. These ratios and percentages must be viewed separately by category and cannot be summarized to say that a given percent of the faculty or administration participated in community service.

Another aspect of extra-college involvement or relationships concerns membership in organizations. Slightly over one-half of the respondents belonged to one or more civic or fraternal organization with most belonging to only one. Approximately two-thirds of them held membership in one or more religious organizations, and nearly ninety percent belonged to at least one professional organization. Also, one-third indicated membership in one or more "Other" organizations but gave no details. (Table 15)

Summary and Conclusions

Over three-fourths of the faculty and administration considered the Transfer and Personalized Education programs to be operating successfully at an above average or better level. Approximately two-thirds viewed the operation of the Career programs to be at this level, and two-fifths ranked the Continuing Education programs at this level. Faculty and administration deemed the Transfer, Career, Personalized Education, and Continuing Education to be important and worthy of continued emphasis over the next five years.

Drama/Theatre programs and the Business Office received high ratings as service programs.

Gainesville Junior College's greatest strengths were listed as the strong, professional faculty; the adequate facilities; and the concern for, and close contact with students.

There was some indication that a need for reorganization and increased leadership in the administrative area exists. Also, the College should place more emphasis on academics and examine non-academic services closely to determine whether these services represent the wants and needs of students. The establishment of off-campus centers and the addition of courses in computer science and programming for both career and transfer students was strongly recommended.

Seventy-two percent of the faculty and administration recommended holding classes at eleven o'clock and over forty percent viewed 5:00-7:00 p.m. as a good time to hold late afternoon classes.

REPORT OF THE STAFF SEGMENT
OF THE GJC COMMUNITY IMPACT STUDY/
NEEDS ASSESSMENT INVENTORY

SPRING, 1980

Purpose

The staff segment is one of the six parts of the Gainesville Junior College Community Impact Study/Needs Assessment Inventory. It has as its purpose, (1) to determine staff perceptions of how well GJC is fulfilling its stated purpose through its provision of educational and cultural experiences to the community, (2) to assess the image of the College, and (3) to determine the feelings on needs or ways to improve the programs and services offered to the community.

Procedure

The Needs Assessment Steering Committee developed the questionnaire (Appendix O) used in this study after the meeting with the University of Georgia's research consultant and with the Southern Association of Colleges. This consultant assisted with refining the plans which had been made on the scope and method to be used. After several rewritings, the questionnaire was tested on selected staff and the final revision made.

Results of the questionnaire were tabulated by computer except for the open-ended comments. After the Steering Committee had decided on five categories under which to classify all open-ended comments on the College's strengths and weaknesses, two members of the committee independently classified all such comments after which any discrepancies in classification were discussed and a decision was made as to the category chosen.

Population

"Staff" as used here includes all persons on the payroll except Administration and Faculty. Nearly all of them participated.

Presentation of Data, Findings and Analyses

Data in Table 1 reveal that the predominantly white staff is approximately 30 percent male, 70 percent female. Two-thirds of the staff are between 26 and 50 years of age and over one-half of them have been with the college fewer than five years. Also, one-fifth have worked more than ten of the sixteen years the school has been in existence. Approximately three-fourths have some education beyond high school, and twelve are college graduates.

Staff members were asked to rate the job that the College is doing in operating each of the four programs offered. Data in Table 2 indicate that on the whole, slightly under one-half of the staff think the College is doing an excellent or above average job, and fewer than six percent think it is doing a poor job. However, nearly 20 percent responded, "Don't Know."

To determine how successful the operation of each program is in the opinion of staff members, those replying, "Don't Know" were dropped and weighted means for each program calculated. All of the programs - Transfer, Career, Personalized Education Program and Continuing Education were rated as being successfully operated.

The data indicate that from 15 to 23 percent of the staff do not understand these programs. If this is true, perhaps some communication is needed so that the staff can be a more positive factor when consulted by friends or acquaintances in their communities.

Next the staff was asked to indicate the degree of importance they felt should be attached to these four programs over the next five years. Data in Table 3 indicate that Transfer, Personalized Education Program, and Continuing Education programs, in descending order of importance, are all important and should receive continuing emphasis.

Seventeen services were listed and the staff were asked to state their degrees of satisfaction with each. The services are listed in Table 4.

TABLE 1

CHARACTERISTICS OF 70 GJC STAFF MEMBERS

SPRING, 1980

Characteristic	No.	(%)
1. Sex		
Male	20	(29.6)
Female	50	(71.4)
2. Age		
Below 21	3	(4.3)
21-25	5	(7.1)
26-30	9	(12.9)
31-40	19	(27.1)
41-50	20	(28.6)
Over 50	14	(20.0)
3. Ethnic Origin		
American Indian	1	(1.4)
Black	3	(4.3)
Caucasian	66	(94.3)
4. Number of Years Employed at GJC		
Fewer than 5 years	37	(52.9)
Five years but fewer than 10	18	(25.7)
Ten or More Years	14	(20.0)
No response	1	(1.4)
5. Highest Level of Education		
Eighth Grade or Less	5	(7.1)
Some High School	3	(4.3)
High School Graduate	9	(12.9)
Some Technical School	7	(10.0)
Technical School Graduate	3	(4.3)
Some College	17	(24.3)
Junior College Graduate	8	(11.4)
Bachelor's Degree	12	(17.1)
Other	6	(8.6)

TABLE 2

STAFF RATINGS OF JOB GJC IS DOING IN OPERATING EACH OF THE FOUR PROGRAMS DESIGNED TO FULFILL ITS STATED PURPOSE

SPRING, 1980

		Rating							
Program	Total No. Responses	Excellent No. (%)	Above Average No. (%)	Average No. (%)	Poor No. (%)	Very Poor No. (%)	Don't Know	Weighted Means[1]	Rank
Transfer	70	11 (15.7)	29 (41.4)	13 (18.6)	0 (0.0)	1 (1.4)	16 (22.9)	2.09	1
Career	70	15 (21.4)	18 (25.7)	18 (25.7)	1 (1.4)	2 (2.9)	16 (22.9)	2.20	2
Personalized Education Program	70	8 (11.4)	25 (35.7)	21 (30.0)	4 (5.7)	1 (1.4)	11 (15.7)	2.41	3
Continuing Education	70	11 (15.7)	16 (22.9)	26 (37.1)	7(10.0)	0 (0.0)	10 (14.3)	2.48	4
Overall	280	45 (16.1)	88 (31.4)	78 (27.9)	12 (4.3)	4 (1.4)	53 (18.9)	2.30	

[1] Weighted means were calculated using 1=Very Important; 2=Important; 3=Little Importance; 4=No Importance. "Don't Know" responses were not included in calculations.

TABLE 3

GJC STAFF OPINIONS ON DEGREE OF EMPHASIS WHICH SHOULD BE PLACED ON EACH OF THE FOUR PROGRAMS OFFERED BY GJC

SPRING, 1980

Program	Total No. Responses	Rating of Importance: Very Important No. (%)	Important No. (%)	Little/No No. (%)	Don't Know No. (%)	Weighted Means[1]
Career	69	44 (63.8)	19 (27.5)	1 (1.4)	5 (7.2)	1.33
Transfer	68	36 (52.9)	23 (33.8)	2 (2.9)	7 (10.3)	1.44
Personalized Education Program	69	29 (42.0)	25 (36.2)	7 (10.1)	8 (11.6)	1.64
Continuing Education	69	22 (31.9)	28 (40.6)	11 (15.9)	8 (11.6)	1.82

[1] Weighted means were calculated using 1=Very Important; 2=Important; 3=Little Importance; 4=No Importance. "Don't Know" responses were not included in calculations.

More than 80 percent of the respondents rated the Drama and Theatre Programs as "Very Satisfactory" or "Satisfactory"; while less than 50 percent of the respondents rated Faculty Advisement of Students similarly. Some services are less understood or less well known than others. Counseling, Financial Aid Office, General Entertainment and Faculty Advisement of Students were each marked "No Opinion" by about one-fourth of the staff. Over 30 percent had no opinion of the Learning Resources Center/Library classification, but this is probably because the concept is relatively new and confusing to some. A staff-information session or workshop could increase staff satisfaction of these areas by explaining such lessor understood services as Counseling and Financial Aid. Since many staff members are often in close contact with students, knowledgeable staff could be an asset in student retention.

Results concerning the climate of the relationships among faculty, student, staff, and administration were interesting. Data displayed in Table 5 show that nearly one-half the staff considered the overall climate to be "Excellent" or "Above Average"; nearly one-third, "Average"; about one-tenth, "Poor" or "Very Poor"; and approximately one in ten indicated, "No Opinion."

Fifty percent or above of the staff rated Faculty/Student and Staff/Student relationships as "Excellent" or "Above Average"; while only 37 percent of the staff rated Administration/Faculty relations as "Excellent" or "Above Average." This would seem to indicate that a good climate exists for students with faculty, staff, and administration, but the means for personnel relationships were somewhat lower.

Gainesville Junior College Strengths. Each staff member was asked, "What do you consider GJC's greatest strengths to be?" The responses to this question are revealed in Tables 6-9.

Data in Table 6 indicate that the relationships with the community and within the college itself received the greatest numbers of comments. Next came

TABLE 4

RANK ORDER OF SATISFACTION WITH CERTAIN COLLEGE SERVICES AS PERCEIVED BY GJC STAFF

SPRING, 1980

		Ratings					
Service	Responses	Very Satisfied No. (%)	Satisfied No. (%)	Somewhat Dis-satisfied No. (%)	Very Dis-satisfied No. (%)	No Opinion No. (%)	Weighted Means[1]
Drama/Theatre Programs	70	37 (52.8)	21 (30.0)	4 (5.7)	0 (0.0)	8 (15.7)	1.47
Athletic Facilities	70	18 (25.7)	34 (48.6)	7 (10.0)	1 (1.4)	10 (14.3)	1.85
Athletic Programs	70	15 (21.4)	37 (52.9)	7 (10.0)	0 (0.0)	11 (15.7)	1.86
Food Service	70	21 (30.0)	33 (47.1)	10 (14.3)	1 (1.4)	5 (7.1)	1.86
Business Office	70	12 (17.1)	42 (60.0)	5 (7.1)	0 (0.0)	11 (15.7)	1.88
LRC/Library	70	13 (18.6)	28 (40.0)	6 (8.6)	1 (1.4)	22 (31.4)	1.90
Bookstore	70	13 (18.6)	37 (53.0)	7 (10.0)	1 (1.4)	15 (21.4)	1.93
Music Programs	70	17 (24.3)	28 (40.0)	8 (11.4)	3 (4.3)	14 (20.0)	1.95
Financial Aid Office	69	13 (18.6)	30 (42.9)	7 (10.0)	2 (2.9)	17 (24.3)	1.96
Student Orientation	70	11 (15.7)	35 (50.0)	7 (10.0)	2 (2.9)	15 (21.4)	2.00
Registrar's Office	70	15 (21.4)	34 (48.6)	13 (18.6)	2 (2.9)	6 (8.6)	2.03
Counseling Center	70	10 (14.3)	34 (48.6)	6 (8.6)	3 (4.3)	17 (24.3)	2.04
Student Activities (Clubs & Organizations)	70	9 (12.9)	34 (48.6)	10 (14.3)	2 (2.9)	15 (21.4)	2.09
Registration Procedures	69	10 (14.5)	31 (44.9)	15 (21.4)	2 (2.9)	11 (15.7)	2.16
Public Service/ Continuing Education	70	10 (14.5)	32 (45.7)	14 (20.0)	3 (4.3)	11 (16.7)	2.17
General Entertainment	70	4 (5.7)	34 (48.6)	8 (11.4)	6 (8.6)	18 (25.7)	2.31
Faculty Advisement of Students	70	8 (11.4)	24 (34.3)	14 (20.0)	6 (8.6)	18 (25.7)	2.35
ALL SERVICES COMBINED	1188	236(19.9)	548(46.1)	148(12.6)	35 (2.9)	221(18.6)	1.98

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[1] Weighted means were calculated using 1=Very Satisfied; 2=Satisfied; 3=Somewhat Dissatisfied; 4=Very Dissatisfied. "No Opinion" responses were not included in the calculations.

TABLE 5

PAIRWISE RATINGS OF THE CLIMATE OF RELATIONSHIPS BETWEEN ADMINISTRATION, FACULTY, STAFF, AND STUDENTS AS PERCEIVED BY GJC STAFF

SPRING, 1980

Pair	Total No. Responses	Excellent No. (%)	Above Average No. (%)	Average No. (%)	Poor No. (%)	Very Poor No. (%)	No Opinion No. (%)	Weighted Means[1]
1. Faculty/Students	70	16 (22.9)	26 (37.1)	22 (31.4)	0 (0.0)	2 (2.9)	4 (5.7)	2.18
2. Staff/Students	70	17 (24.3)	25 (25.7)	22 (31.4)	4 (5.7)	0 (0.0)	2 (2.9)	2.19
3. Students/ Administration	70	10 (14.3)	24 (34.3)	20 (28.6)	3 (4.3)	1 (1.4)	12 (17.1)	2.33
4. Staff/Faculty	70	10 (14.3)	20 (28.6)	27 (38.6)	8(11.4)	1 (1.4)	4 (5.7)	2.55
5. Staff/Administration	70	11 (15.7)	20 (28.6)	19 (27.1)	12(17.1)	2 (2.9)	6 (8.6)	2.59
6. Administration/ Faculty	70	9 (12.9)	17 (24.3)	23 (32.9)	9(12.9)	2 (2.9)	10 (14.3)	2.63
TOTAL	420	73 (17.4)	132 (31.4)	133 (31.7)	36 (8.6)	8 (1.9)	38 (9.0)	2.41

Rating is the spanning header over the columns Excellent through No Opinion.

[1] Weighted means were calculated using 1=Excellent; 2=Above Average; 3=Average; 4=Poor; 5=Very Poor. "No Opinion" responses were not included in the calculations.

TABLE 6

RANK ORDER OF THE FIVE GREATEST STRENGTHS OF GJC BY GENERAL CATEGORY AS INDICATED BY STAFF

SPRING, 1980

Rank	Category		No. Times Mentioned
1	Relationships		40
	Within GJC	32	
	With Community	6	
	Other	2	
2	Services		35
	Academic	21	
	Non-Academic	12	
	Personal Growth	2	
3	Personnel		34
4	Facilities		23
4	Miscellaneous		23
	GRAND TOTAL:		155

Services--Academic and Non-Academic--which was followed very closely by Personnel. Finally, the categories of Facilities and Miscellaneous received equal numbers of comments.

When all 155 suggestions concerning the College's strengths were classified, using the same five general categories as in Table 6, specific areas stood out as being stronger than others(Table 7). Table 8 ranks these in descending order by numbers of comments. Faculty-student relationships ranked first while the qualifications and teaching ability of the faculty ranked fourth. Three out of the first four strongest points were on academic concerns.

There were numerous specific strengths mentioned. The highlights of Tables 6, 7, and 8 are summarized in Table 9.

Ways to Improve. Next, the staff made 138 comments on ways the College could improve its image or services. Table 10 ranks these by general category, Table 11 is a detailed listing by categories, Table 12 displays the five most frequently mentioned suggestions for improvement, and Table 13 enumerates specific suggestions for improvement.

Although Services ranked first in numbers of comments, these tended to be less cohesive than the 28 suggestions on relationships. All the comments zeroed in on internal college relationships. The staff expressed greatest concern about communications in many forms. They were next concerned with improved scheduling. Mutual cooperation and harmony in relationships ranked third. Fourth, the staff felt a need for stronger and more consistent administrative leadership. Tied for fifth place were improving the quality of academic programs and furnishing some kind of student housing.

As with the question on the College's strengths, a number of specific needs were mentioned (Table 13). These should be considered along with the entries in Table 14 which displays responses to the direct question, "Are there specific programs or courses you think GJC should be offering?" This question

TABLE 7

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY STAFF

SPRING, 1980

Category	No. Times Mentioned
I. Services (Total: 35)	
A. Academic Services	
1. Transfer, Career and Personalized Education Programs:	
a. Program Quality	
(1) High academic standards/quality of education	6
(2) Wide variety/choice of curricula	4
(3) Outstanding Special Studies, well organized	4
(4) Excellent/good curriculum	2
(5) Emphasis on English composition	1
(6) Physical Education program	1
(7) Sciences	1
b. Opportunity for further education	2
2. Public Service/Continuing Education: No comments made	—
Sub-Total Academic Services:	21
B. Non-Academic	
1. Excellent theatre or drama	4
2. Open-door policy	3
3. Sports involvement (basketball, golf, tennis)	1
4. Athletics-strong involvement statewide	1
5. Counseling center - good materials	1
6. Intramural sports	1
7. Good work-study program	1
Sub-Total Non-Academic Services:	12
C. Personal Growth	
1. Most graduates truly prepared for role in life or further education	1
2. Philosophy of college which gives student opportunity to develop potential	1
Sub-Total Personal Growth:	2
TOTAL SERVICES:	35

TABLE 7 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY STAFF

SPRING, 1980

Category	No. Times Mentioned
II. Relationships (Total: 40)	
A. With community	
1. Good, excellent relationships with community	4
2. GJC is community oriented/cooperates with community	2
Sub-Total Community Relationships:	6
B. Among Administration/Faculty/Staff/Students	
1. Good administration-faculty relationships	2
2. General statements	
a. Interest/concern for students	7
b. Student oriented	2
c. Administrative orientation to individual needs and concerns	1
3. Faculty-Student Comments	
a. Personal involvement/1-1 relationship	7
b. Genuine interest in students	4
c. Relationships--concern for students	4
d. Positive teacher-student relationships	1
e. Faculty-student cooperation	1
f. Cooperation between faculty and students	1
g. Friendly	1
h. Courteous	1
Sub-Total Among Administration/Faculty/Staff/Students:	32
C. Other	
1. Broad acceptance of students of all ages	1
2. GJC family is caring towards needs of students	1
Sub-Total Other:	2
TOTAL RELATIONSHIPS:	40

TABLE 7 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY STAFF

SPRING, 1980

Category	No. Times Mentioned
III. Facilities (Total: 23)	
A. Location - accessible/convenient to area counties	16
B. Facilities/equipment readily available	3
C. Well equipped science labs	2
D. Campus well laid out	1
E. Modern classrooms	1
TOTAL FACILITIES:	23
IV. Personnel (Total: 34)	
A. Students	
1. Good	2
2. Above average for area	1
3. Cross-section of people	1
Sub-Total Students:	4
B. Faculty	
1. Good, highly qualified, excellent, dedicated	11
2. Strong teaching	1
3. Some--not all--of faculty good	1
4. Specific areas--strong Personalized Education Program	1
Sub-Total Faculty:	14
C. The President	
1 His leadership	5
2. His "student first" philosophy	1
3. His attitude and ability to see needs and fact that he looks for the good and does not over-emphasize the bad	1
Sub-Total The President:	7

TABLE 7 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY STAFF

SPRING, 1980

Category	No. Times Mentioned
D. Staff	
1. Good staff	2
2. Dedicated	2
3. Friendly, courteous	1
Sub-Total Staff:	5
E. General	
1. Good organization	2
2. Willingness of most employees	1
3. Quality supervision	1
Sub-Total General:	4
TOTAL PERSONNEL:	34
V. Miscellaneous (Total: 23)	
A. Cost	
1. Low tuition/affordable fees	11
2. Scholarship to students with high GPA	1
3. Good scholarships	1
Sub-Total Cost:	13
B. Atmosphere	
1. Relaxed/pleasant	3
2. Beautiful/attractive campus	3
3. Healthy environment	1
4. Good atmosphere in which to learn and study	2
Sub-Total Atmosphere:	9

TABLE 7 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY STAFF

SPRING, 1980

Category	No. Times Mentioned
C. Other	
1. College management	1
TOTAL MISCELLANEOUS:	23
TOTAL STRONGEST POINTS:	155

TABLE 8

RANK ORDER OF THE TOP TEN STRONGEST POINTS AS INDICATED BY GJC STAFF

SPRING, 1980

Rank	Strongest Points	No. Times Mentioned
1	Faculty-Student Relationships: genuine interest, friendly, cooperative, personal involvement	20
2	Quality and Variety of Curriculum: excellent, good, high standards, specific courses/divisions	19
3	Location: accessible, convenient	16
4	Faculty: good teachers, highly qualified, dedicated	14
5	Low Cost: affordable, scholarships available	13
6	Atmosphere: relaxed, pleasant, beautiful	9
7	The President	7
8	Community Relationships	6
8	Facilities: modern, well equipped	6
10	Staff: friendly, good, dedicated	5

TABLE 9

SOME SPECIFIC COMMENTS MADE ON GJC STRENGTHS AS MENTIONED BY STAFF

SPRING, 1980

Category	No. Times Mentioned
I. Services	
A. Academic	
1. Outstanding Special Studies	4
2. Emphasis on English composition	1
3. Physical Education	1
4. Sciences	1
B. Non-Academic	
1. Excellent Theatre and Drama	4
2. Strong state-wide athletic involvement	1
3. Good materials in counseling center	1
4. Good work-study program	1
II. Facilities	
A. Well equipped science labs	2
B. Equipment readily available	3
III. Personnel	
A. President and "student first" policy	1
B. President and his leadership	5
IV. Miscellaneous	
A. Low tuition	11
B. Scholarships to high GPA students	1

TABLE 10

RANK ORDER OF WAYS GJC COULD IMPROVE
BY GENERAL CATEGORY AS INDICATED
BY 70 MEMBERS OF STAFF

SPRING, 1980

Rank	General Category		No. Times Mentioned
1	Services		47
	Academic:	32	
	Non-Academic:	15	
2	Relationships		28
	Among students-faculty-staff:	28	
4	Personnel		21
4	Facilities		21
4	Other		21
	GRAND TOTAL		138

TABLE 11

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 70 STAFF MEMBERS

SPRING, 1980

Category	No. Times Mentioned
I. Services (Total: 47)	
A. Academic Services	
1. Transfer, Career and Personalized Education Program	
a. Quality	
(1) Enforce stricter academic standards/more emphasis on academics in some courses	4
(2) Some college level courses have dropped their standards so that they seem to be duplicating remedial courses	1
(3) Provide more support of academic programs--less on athletics	1
(4) Provide stronger administration in academics	1
(5) Early Childhood Education courses seem to be a problem for some graduates when they go on to another school	1
b. Programs/Courses Needed	
(1) Offer Real Estate program in Business Division	1
(2) Offer more specific courses in Theatre (design, make-up, costuming, etc.)	1
(3) Offer more career courses	1
(4) Survey courses covering Math 100-101 and English 101-102 specifically for career programs, including preparation for Regents' Test	1
c. Scheduling	
(1) Actually offer all programs and courses listed in our catalog	1
(2) Cut enrollment in Personalized Education Program classes	1
(3) Offer better scheduling; keep to schedule on classes	1
(4) Have course scheduling each quarter (quarter schedule)	1
(5) Arrange for basic courses to be offered at least three different hours per day	1
(6) Teach academic courses off campus	1
(7) Open testing center one night per week	1
(8) Offer late afternoon classes OR night school	1
(9) Expand offerings and programs in night school OR entirely separate night school operation (because of more off campus centers in area)	1

TABLE 11 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 70 STAFF MEMBERS

SPRING, 1980

Category	No. Times Mentioned
(10) Have two summer sessions	1
(11) Consider developing a "weekend college"	1
d. Other	
(1) Do not have admissions cut-off	1
(2) Require career students to take only 3 or fewer Physical Education classes	1
(3) Reduce academic competition within Divisions	1
(4) Lower BSE Exit scores to average used by other System institutions	1
(5) Provide active testing center or "walk-in" testing	1
2. Continuing Education	
a. Quality: Set some type of evaluation as to effectiveness of programs.	1
b. Scheduling: Move a larger portion of these offerings to weekends.	1
c. Other	
(1) Stop stressing so much Public Service/Continuing Education.	1
(2) Too much money and emphasis placed on non-academic courses and programs--Continuing Education.	1
Sub-Total Academic Services:	32
B. Non-Academic Services	
1. Student Services	
a. Vastly upgrade student advising program	2
b. Have housing consulting for students	1
c. Provide stronger business placement ties	1
2. Sports/Recreation	
a. Field a good baseball team--we already have an excellent baseball layout	1
b. Field a good track program--high schools are wearing out our excellent track	1
c. Keep stressing female sports--this could help growth in our enrollment	1
d. Expand recreational program	1
3. Recruitment: Improve student recruiting/advertise	5

TABLE 11 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 70 STAFF MEMBERS

SPRING, 1980

Category	No. Times Mentioned
4. Other	
a. A lot of negative feelings between employers and employees--better management techniques should be involved.	1
b. Have orientation for new employees	1
Sub-Total Non-Academic Services:	15
TOTAL SERVICES:	47
II. Relationships (Total: 28)	
A. Among Students/Faculty/Administration/Staff	
1. Communication Needs	
a. Better communication as to how the college functions	1
b. Better communication campus-wide	3
c. Lack of communication between staff and supervision	1
d. Improvements in manner in which some staff react toward students on occasions	1
e. Better explanation of benefits (such as using pool and gym on weekends, taking class during working hours, garden plots, free tickets, etc.)	1
f. All members of Administrative Team in one building--this would improve communication among the Administration	1
g. Combination Faculty/Staff meetings	1
h. Orientation for staff regarding duties, functions, etc. of other divisions, departments, and people	2
i. Students do not benefit when best efforts of faculty/staff are lacking because of lack of communication and lack of commitment to your efforts	1
j. Too many ranks to go through in order to state feelings on particular issue	1
k. Define a clear-cut line of responsibility for faculty.	1
2. Other Needs: cooperation, harmony, etc.	
a. Administration, faculty, and staff making a greater effort working together/less competition between Administration and Faculty	2
b. Better cooperation between offices on campus--less empire building	1

TABLE 11 CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 70 STAFF MEMBERS

SPRING, 1980

Category	No. Times Mentioned
c. More dedicated faculty--less in-fighting among faculty and administration	1
d. Create more enthusiasm among faculty and staff	1
e. Create higher degree of harmony among employees	1
f. Need to become closer to non-faculty members--there is lots of bickering on campus	1
g. Need better relations between staff and faculty	1
h. Eliminate gossip among administration, faculty and staff. More responsibility would give less time for gossip.	1
i. Stress that we do care.	1
j. Faculty/staff's personal life should be just that - personal!	1
k. Night faculty should be aware of materials available to them.	1
l. Get students more involved in activities.	2
TOTAL RELATIONSHIPS:	28
III. Facilities (Total: 21)	
A. Housing: Provide student/scholarship/athletic housing	7
B. Physical Facilities	
1. Provide better maintenance, especially Student Center.	1
2. Provide more classrooms.	1
3. Enlarge physical plant.	2
4. Make meeting rooms available for campus clubs.	1
5. Obtain more metal cabinets for storage of completed files on students for various disciplines in their unit--or open needed space in some central unit.	1
6. Improve facilities for Continuing Education.	1
7. Construct separate building and parking area for Public Service Programs.	1

TABLE 11 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 70 STAFF MEMBERS

SPRING, 1980

Category	No. Times Mentioned
C. Parking	
1. Provide parking lot for visitors--surface the area from flagpole to Mills Pond--it would have natural drain.	1
2. Provide more conveniently located parking.	1
D. Other	
1. Provide umbrellas on outside tables.	1
2. Centralize the duplicating system.	1
3. Erect centralized direction map or sign near Anchor.	1
4. Provide transportation from Gainesville.	1
TOTAL FACILITIES:	21
IV. Personnel (Total: 21)	
A. Administration	
1. Greater improvement is needed in administrative area.	1
2. One Dean is enough.	1
3. Need more loyal administrative team.	1
4. Encourage administrative personnel in management training and measurement of quality control and production.	1
5. Reduce number of administrators and increase working personnel.	1
6. Need administration who will make decisions effectively and then STAND BY THEIR WORD.	1
7. Need stronger administration in the area of academic administration.	1
8. Need certain positions clarified (student personnel, especially in Public Relations).	1

TABLE 11 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE
BY GENERAL CATEGORY AS INDICATED
BY 70 STAFF MEMBERS

SPRING, 1980

Category	No. Times Mentioned
B. Faculty	
1. Hire more instructors.	1
2. Need more qualified/dedicated faculty.	3
3. Instructors teaching ability should be number one priority rather than personality conflicts.	1
4. Need Audio-Visual person available for night classes.	1
5. Recognize academic faculty over the non-academic (such as in priorities for raises, promotions, etc.).	1
C. Staff: GJC is overstaffed.	1
D. Faculty and Administration, Faculty, Administration, Staff	
1. Every administrator, faculty member, staff member should carry their load of responsibility.	1
2. Have more in-service training for administration, faculty, staff, including emphasis on long-range planning.	1
3. Professors should concentrate on teaching, leave administration to administrators.	1
E. Miscellaneous	
1. Personnel needs to follow chain of command more.	1
2. Need better leadership for students.	1
TOTAL PERSONNEL:	21
V. Miscellaneous (Total: 22)	
A. Planning and Governance	
1. Appears to be no identifiable direction in which GJC is moving.	1

TABLE 11 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY 70 STAFF MEMBERS

SPRING, 1980

Category	No. Times Mentioned
2. Provide more democratic organization or more participation in college governance.	1
3. Allow more input in policy-making by those involved.	1
4. Policy-making is inconsistent.	1
5. Do better long-range planning and less reactionary funding.	1
6. Describe GJC's changing role and purpose as we respond to the 80's with their changes.	1
7. Provide better funding for departments.	1
B. Benefits/Working Conditions	
1. Have 10 hour day, 4 day week for staff.	1
2. Provide dental insurance.	2
3. Let staff members, who choose, take summertime off without using leave time (like July and August).	1
4. Increase salaries or benefits for staff and faculty.	1
5. Base salaries and raises on production.	1
C. Waste	
1. Cut down on waste (money, materials, programs, etc.)	1
2. College spends too much money unnecessarily.	2
D. Rules and Regulations	
1. Enforce them.	1
2. Be consistent in enforcing rules and regulations for students and personnel.	1

TABLE 11 (CONT'D)

SPECIFIC WAYS GJC COULD IMPROVE
BY GENERAL CATEGORY AS INDICATED
BY 70 STAFF MEMBERS

SPRING, 1980

	Category	No. Times Mentioned
	3. Rules are often broken or disregarded haphazardly.	1
	4. Apply rules to all.	1
E.	Other: more cooperation in regard to activities planned and what it takes to have these activities come off as planned.	1
	TOTAL MISCELLANEOUS:	21
	TOTAL WAYS TO IMPROVE:	138

TABLE 12

RANK ORDER OF TOP SIX SPECIFIC WAYS GJC COULD IMPROVE AS INDICATED BY STAFF

SPRING, 1980

Rank	Ways to Improve	No. Times Mentioned
1	Communications among offices and personnel	14
2	Scheduling--including opening off-campus centers	11
3	Harmony of relationships among administration, faculty, staff, students	10
4	Administrative leadership	8
4	Improvement of academic quality of programs	8
6	Furnish student housing	7

TABLE 13

SPECIFIC SUGGESTIONS FOR IMPROVEMENT OF GJC AS MADE BY STAFF

SPRING, 1980

Specific Suggestions	No. Times Mentioned
I. Courses or Programs	
A. Real Estate in Business	1
B. Design, Make-up, etc. in Theatre	1
C. More career courses	1
D. Survey courses in Math 100-101 and English 101-102 including preparation for Regents	1
II. Services	
A. Walk-in testing	1
B. Late afternoon classes	1
C. Off-campus academic courses	1
D. Housing consulting for students	1
E. Field baseball and track teams	1
III. Relationships	
A. Orientation for staff	1
B. Combination Faculty/Staff meetings	1
IV. Facilities	
A. More metal cabinets or open storage in some central unit	1
B. Centralized duplicating system	1
C. Separate building with parking for Public Services	1
D. Parking lot for visitors	1
E. Umbrellas on outside tables	1
F. Map or directional signs near Anchor	1
G. Transportation from Gainesville	1
V. Personnel: Audio-visual person for night classes	1

TABLE 13 (CONT'D)

SPECIFIC SUGGESTIONS FOR IMPROVEMENT OF GJC AS MADE BY STAFF

SPRING, 1980

	Specific Suggestions	No. Times Mentioned
VI.	Athletics	
	A. Baseball	1
	B. Track	1
VII.	Benefits or better working conditions	
	A. Four-day (10 hours) work week for staff	1
	B. Dental insurance	2
	C. Options on summer employment	1
	D. Consistency in rules and their enforcement	4
VI.	Miscellaneous: Management training for administrators	1

TABLE 14

COURSES AND SERVICES WHICH SHOULD BE OFFERED AND SUGGESTED CHANGES IN CURRENT PROGRAMS AS INDICATED BY GJC STAFF MEMBERS

SPRING, 1980

Area	Additions/Changes
	I. Specific new programs/changes
Arts	Philosophy (2)[1]
	Religion (2)
	More specific courses in theatre
	Expanded music programs
	Expanded art programs
	Expanded drama programs
Business	Real Estate
Career	Electronics
	Computer operation
	Survey courses in Math 100-101 and English 101-102, specifically for career programs
	Technician Training in various engineering fields
	Dental program
	Management for women
	Trade and Industrial Programs with Lanier Tech
	More summer classes for county and city school teachers
Science	Health sciences
	Nursing
	Home Economics (2)
	More development of mathematics
Social Sciences	Early Childhood Education courses (2)
	II. Changes (Services)
	Expand recreational program
	Introduce non-credit course to overcome math anxiety
	Child care program for children of students, faculty, staff, and community
	Academic and Public Service courses offered throughout our area off-campus

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[1] The numbers in parentheses indicate the number of times the request was made, if more than once.

received a few other suggestions on needed additional services which are included along with the specific needs requested. In recent months, there has been much concern on whether the college should alter its traditional scheduling to better serve the needs of its constituency. Because of the energy crisis and because of the many working students, a number of changes in scheduling have been proposed. For these reasons a separate question on scheduling which gave specific choices was included (Table 15). Nearly 90 percent favored early morning 7:00 o'clock classes, nearly 70 percent would like classes at 11:00, but fewer than 25 percent thought either Saturday morning or a Friday-Saturday class combination was a good idea. The staff was moderately in favor of 4:00 to 6:00 classes, and nearly 60 percent favored 5:00 to 7:00 classes.

The last section of the questionnaire concerned the extent of staff participation during the past year in a variety of community-service activities. Data on participation in both paid and volunteer services if found in Table 16 and data on membership in organizations is in Table 17.

Table 16 reveals that the staff was not greatly involved in these types of community services. Consulting was engaged in by 16 percent of the staff while 9 percent assisted in contest judging, giving speeches to groups, etc. In addition, 17 percent were involved in volunteer, non-church related community services such as participating in musical activities, scouting, drama programs, and the like.

Finally, many staff members held membership in one or more organizations of a civic, fraternal, religious or professional nature. A total of 132 memberships were reported by the 70 staff members. Individually, memberships ranged from one to five, with most staff reporting no more than two. Two-thirds of the staff belonged to some religious organization, two out of five belonged to one or more professional associations, and approximately one in two belonged to one or more fraternal organizations. Another one-third reported membership

TABLE 15

RECOMMENDATIONS OF GJC STAFF ON ADDITIONAL TIMES FOR SCHEDULING CLASSES

SPRING, 1980

Hours Suggested	Yes No. (%)[1]	No No. (%)	No Response
7:00 a.m. - 8:00 a.m.	55 (88.7)	7 (11.3)	8
11:00 a.m. - 12:00 Noon	42 (68.9)	19 (31.1)	9
4:00 p.m. - 6:00 p.m.	31 (51.7)	29 (48.3)	10
5:00 p.m. - 7:00 p.m.	35 (58.3)	25 (41.7)	10
Saturday morning	14 (23.3)	46 (76.7)	10
Friday-Saturday combination	12 (19.7)	49 (80.3)	9

[1] Percentages calculated on the number of responses.

TABLE 16

PARTICIPATION OF GJC STAFF IN PAID AND VOLUNTEER COMMUNITY SERVICES DURING ACADEMIC YEAR 1979-1980

SPRING, 1980

	Participation		Number of Groups/Organizations Receiving Services				
Type of Service	Yes No. (%)	No No. (%)	One	Two	Three	Four	Five or More
Consulting, Workshops, (paid)	11 (15.8)	59 (84.3)	7 (10.0)	2 (2.9)	0 (0.0)	0 (0.0)	2 (2.9)
Academic related (speeches, judging, non-paid)	6 (8.6)	64 (91.4)	2 (2.9)	1 (1.4)	0 (0.0)	0 (0.0)	3 (4.3)
Volunteer Community (music, etc., but not religious related)	12 (17.1)	58 (82.9)	7 (10.0)	3 (4.3)	1 (1.4)	0 (0.0)	1 (1.4)

TABLE 17

CURRENT MEMBERSHIP OF GJC STAFF IN VARIOUS TYPES OF ORGANIZATIONS

SPRING, 1980

	Membership		Number of Organizations				
Organization	Yes No. (%)	No No. (%)	One No. (%)	Two No. (%)	Three No. (%)	Four No. (%)	Five or More No. (%)
Civic/Fraternal	34 (48.5)	36 (51.4)	18 (25.7)	14 (20.0)	1 (1.4)	0 (0.0)	1 (1.4)
Religious	47 (67.1)	23 (32.9)	31 (44.3)	12 (17.1)	2 (2.9)	2 (2.9)	0 (0.0)
Professional	28 (40.0)	42 (60.0)	9 (12.9)	13 (18.6)	4 (5.7)	2 (2.9)	0 (0.0)
Other	23 (23.9)	47 (67.1)	9 (12.9)	14 (20.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total	132	148	67	53	7	4	1

in some "Other" or "Others" without specifying the type.

Summary and Conclusions

Well over one-half the staff felt that the College does an excellent or above average job of operating its Transfer Program, just under one-half gave the same rating to the Personalized Education Program and Career Programs, while approximately 40 percent felt the Public Service/Continuing Education programs were above average or better.

Over the next five years, the staff would give the most emphasis to Career, followed by Transfer, Personalized Education, and Public Service Programs in that order.

Drama, Athletic Facilities, and Athletic Programs received high ratings; while Continuing Education, General Entertainment, and Faculty Advisement of Students received somewhat lower ratings. Approximately one-fourth of the staff had no opinions on Counseling, Financial Aid Services, or on Faculty Advisement of Students.

Student relationships with faculty, staff, and administration ranked high. Administration-faculty relationships ranked lowest.

Approximately one-half the staff belonged to some civic or fraternal organization and two-thirds belonged to a religious group. Fewer than 20 percent were involved in volunteer community service.

The College's strongest points were faculty-student relationships and quality and variety of curriculum. Areas for improvement included improvement of communications across the entire campus, increasing the harmony of relationships among all GJC personnel, and alterations in scheduling including the use of the 11:00 period for classes and opening off-campus centers.

REPORT OF THE
STUDENT SEGMENT
OF THE
GAINESVILLE JUNIOR COLLEGE
IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

By
Jack D. Jones

Assisted By:
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Dr. Barbara Webster, Chairman, Dr. Louise Holcomb
Dr. Norma Seerley

Consultant Services By:
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Development and Department of Sociology, University of Georgia
and
Dr. Ed T. Godbey, Director, Educational Improvement Program
Southern Association of Colleges and Schools

REPORT OF THE
STUDENT SEGMENT
OF THE
GAINESVILLE JUNIOR COLLEGE
IMPACT STUDY/NEEDS ASSESSMENT INVENTORY

SPRING, 1980

Purpose

The purpose of the survey of the currently enrolled students was threefold: (1) to determine the awareness of the programs offered by the College, (2) to determine the general image of the College as held by the students, (3) to determine the unfilled educational needs of the students that the College might meet.

Procedure

The original questionnaire (Appendix P) to be used by the GJC students as part of the Needs Assessment Inventory was developed by members of the Needs Assessment Steering Committee. After refining this instrument, the members of the Steering Committee met with two consultants; one from the University of Georgia and the other from the Southern Association of Colleges and Schools for suggestions to revise the instrument.

The development of this questionnaire occurred during Feburary, 1980. During this quarter it was decided that the questionnaire on Needs Assessment would become part of the Gainesville Junior College Self-Study Comprehensive Questionnaire for students that was scheduled to be administered on May 15, 1980 as part of the total Self-Study effort. This Self-Study program is a vital part of GJC's schedule for reaccreditation with the Southern Association of Colleges and Schools. Therefore the Needs Assessment Inventory Questionnaire was incorporated into the Comprehensive Questionnaire (Appendix Q) by the Self-Study Steering Committee. This Comprehensive Questionnaire was administered to GJC students on the mid-May scheduled date and the Needs Assessment data were subsequently tabulated in summary form for this report.

Sample Selection

A sample of over 400 students was drawn from the third and tenth period classes. Since there were over one thousand students registered in classes during these two periods, the Self-Study Steering Committee chose classes from each academic division in an effort to be representative of the total student population.

The results of the questionnaire indicated that the sample was fairly representative of the total student body. The following types of demographic information were gathered for the sample and then when possible, based on available data, these characteristics were compared to those of the total GJC student body as is indicated in Table 1.

The types of demographic information for the sample that were considered are as follows: age, sex, ethnic background, first quarter at GJC, academic division assignment, number of quarters attended, when classes are taken, and hours enrolled Spring quarter.

Sex

As is indicated in Table 1, 177 students (44.0 percent of the sample) were male while 667 (50.4 percent) of the entire student body was male. Two hundred twenty-three (55.5 percent) of the sample students were female while 657 (49.6 percent) of the entire student body was female. Two (0.5 percent) of the sample students did not report their sex.

Ethnic Background

As is indicated in Table 1, two students (0.5 percent of the sample)

TABLE 1

CHARACTERISTICS OF SAMPLE OF 402 GJC STUDENTS AS COMPARED TO ALL CURRENTLY ENROLLED GJC STUDENTS

SPRING, 1980

CHARACTERISTICS	Sample No.(%)	All Students No.(%)
SEX:		
Male	177 (44.0)	667 (50.4)[1]
Female	223 (55.5)	657 (49.6)
Unreported	2 (.5)	
ETHNIC BACKGROUND:		
American Indian	2 (.5)	3 (.2)[1]
Asian	0 (0)	17 (1.3)
Black	31 (7.7)	69 (5.2)
Hispanic	2 (.5)	3 (.2)
Caucasian	365 (90.8)	1232 (93.1)
Unreported	2 (.5)	
FIRST QUARTER ATTENDANCE AT GJC:		
First Quarter	43 (10.7)	164 (12.4)[1]
Second or More Quarters	354 (88.1)	1160 (87.7)
Unreported	5 (1.2)	
ACADEMIC DIVISION ASSIGNMENT:		
Humanities	57 (14.2)	88 (5.9)[2]
Social Science	50 (12.4)	306 (20.4)
Math & Science	57 (14.2)	289 (19.2)
Business	161 (40.0)	577 (38.4)
PEP	43 (10.7)	See Note #3
Physical Education	6 (1.5)	35 (2.3)
Undecided	28 (7.0)	208 (13.8)

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[1] Based on information from reports in Registrar's Office, Spring Quarter, 1980

[2] Based on data gathered by the Counselor's Office, Fall Quarter, 1979. This data is distributed only once each year.

[3] PEP students were included in the major they indicated on the information sheet as this is the source for the information compiled by the Guidance Office.

were American Indian while three (0.5 percent) of the entire student body were American Indian. None of the sample students were Asian while 17 (1.3 percent) of the entire student body were Asian. Thirty-one (7.7 percent) of the sample students were Black while 69 (5.2 percent) of the entire student body were Black. Two (0.2 percent) of the sample students were Hispanic while three (0.2 percent) of the entire student body were Hispanic. Three hundred sixty-five students (90.8 percent of the sample) were Caucasian while 1,232 (93.1 percent) of the entire student body were Caucasian. Two (0.5 percent) of the sample students did not report their ethnic background.

First Quarter Attendance At GJC

As is indicated in Table 1, 43 students (10.7 percent of the sample) indicated that this was their first quarter at GJC while 164 (12.4 percent) of the total student body indicated that this was their first quarter at GJC. Three hundred fifty-four (88.1 percent) of the sample students indicated that this was not their first quarter at GJC while 1,160 (87.6 percent) of the entire student body indicated that this was not their first quarter at GJC. Five (1.2 percent) of the sample students failed to indicate which quarter of attendance Spring Quarter was for them.

Academic Division Assignment

As is indicated in Table 1, 57 students (14.2 percent of the sample) were assigned to the Humanities Division while 88 (5.9 percent) of the entire student body was assigned to the Humanities Division. Fifty (12.4 percent) of the sample students were assigned to the Social Science Division while 306 (20.4 percent) of the entire student body were assigned to the Social Science Division. Fifty-seven students (14.2 percent of the sample) were assigned to the Math and Science Division while 289 (19.2 percent) of the entire student body were assigned to the Math and Science Division. One hundred sixty-one students (40.0 percent of the sample) were assigned to the Business Division while 577 (38.4 percent) of the entire student body was assigned to the Business Division. Forty-three students (10.7 percent of the sample) were assigned to the PEP Division. Six students (1.5 percent of the sample) were assigned to the Physical Education Department while 35 (2.3 percent) of the entire student body was assigned to the Physical Education Department. Twenty-eight students (7.0 percent of the sample) were assigned to the undecided major area while 208 (13.8 percent) of the entire student body was assigned to this area.

Age

As is indicated in Table 2, 306 (76.1 percent) of the total sample population were in the age group which is between 18 and 24 years, while 24 (6.0 percent) of them were under 18 years of age; 53 (13.2 percent) were between 25 and 34 years of age; four students (1.0 percent of the sample) ranged in age between 50 and 62 years of age.

Number of Quarters Attended GJC

As is indicated in Table 2, 39 students (9.7 percent of the sample) indicated that they had attended one quarter at GJC while there was no data available to indicate this information for the entire student body. Forty-four students (10.9 percent of the sample) indicated that they had attended two quarters at GJC. One hundred forty-five students (36.1 percent of the sample) indicated that they had attended three quarters at GJC. Thirty

TABLE 2

CHARACTERISTICS OF SAMPLE OF 402 GJC STUDENTS

SPRING, 1980

CHARACTERISTICS	Sample No. (%)
AGE:	
Under 18 years	24 (6.0)
18 - 24 years	306 (76.1)
25 - 34 years	53 (13.2)
35 - 49 years	15 (3.7)
50 - 62 years	4 (1.0)
NUMBER OF QUARTERS ATTENDED GJC:	
One	39 (9.7)
Two	44 (10.9)
Three	145 (36.1)
Four	30 (7.5)
Five	29 (7.2)
Six	52 (12.9)
Seven	27 (6.7)
Eight or More	36 (9.0)
TIME WHEN SELECTED STUDENTS WERE TAKING CLASSES:	
During the Day	264 (65.7)
During the Evening	92 (22.9)
Both Day and Evening	43 (10.7)
Unreported	3 (0.7)
NUMBER OF QUARTERLY HOURS ENROLLED:	
1 - 6 hours	77 (19.2)
7 - 11 hours	86 (21.4)
12 - 15 hours	138 (34.3)
16 or more hours	99 (24.6)
Unreported	2 (0.5)

students (7.5 percent of the sample) indicated that they had attended GJC for four quarters, 29 (7.2 percent of the sample) indicated that they had attended GJC for five quarters, 52 (12.9 percent) indicated that they had attended GJC for six quarters, 27 (6.7 percent) indicated that they had attended GJC for seven quarters, and finally 36 students (9.0 percent of the sample) indicated that they had attended GJC for eight or more quarters.

Time When Students Took Classes

As is indicated in Table 2, 264 respondents (65.7 percent of the sample) were enrolled in classes during the day. Ninety-two students (22.9 percent of the sample) were taking classes during the evening while 43 (10.7 percent) were scheduled for classes during both the day and evening schedules. Finally, three respondents (0.7 percent of the sample) failed to report on the time when they were taking classes.

Number of Quarterly Hours Enrolled

As indicated in Table 2, 77 respondents (19.2 percent of the sample) were enrolled in from 1 - 6 hours of college credit during Spring Quarter, 86 (21.4 percent) were enrolled in from 7 - 11 hours of college credit this same quarter, 138 (34.3 percent) were enrolled in from 12 - 15 hours of college credit, while 99 students (24.6 percent of the sample) were enrolled in from 16 to more quarter hours of college work. Finally, two respondents (0.5 percent) failed to indicate the number of quarterly hours enrolled in for the Spring Quarter.

Presentation of Data, Findings, and Analyses

Data concerning the students' educational needs and interests were obtained from the Gainesville Junior College Comprehensive Questionnaire for students which included the Needs Assessment Inventory. Each item on the inventory was analyzed and the findings placed in appropriate charts (Tables 3 - 11) that are listed in the accompanying sections of this report.

Information in Table 3 indicates how well the students feel Gainesville Junior College is operating the major programs as listed in the formal purpose statement of the College. To determine just how successful the operation of each program was in the opinion of the students, those replying, "Don't Know" were dropped and weighted means for each program were calculated. There were no significant differences in the operation of the Career, Continuing Education, Personalized Education, and Transfer Programs.

Information in Table 4 indicates how satisfied the students felt about the instruction at Gainesville Junior College. From this table it is shown that 88 percent of the replies were "Yes" and six percent of the replies were "No" concerning instructional satisfaction. Approximately five percent listed "No Opinion" concerning instructional satisfaction.

Information in Table 5 indicates the students' ratings of various educational experiences that they have had while attending Gainesville Junior College. In this table, it is shown that 84 percent of the students indicated that they were either "Very Satisfied" or "Somewhat Satisfied" with their educational experiences at the College while only 16 percent were either "Somewhat Satisfied" or "Very Dissatisfied".

TABLE 3

RATINGS AS REPORTED BY THE GJC STUDENTS AS TO JOB GJC IS DOING IN OPERATING EACH OF THE FOUR PROGRAMS DESIGNED TO FULFILL ITS STATED PURPOSE

SPRING, 1980

	Ratings						
	Excellent No. (%)	Above Average No. (%)	Average No. (%)	Poor No. (%)	Very Poor No. (%)	Don't Know No. (%)	Weighted Means[1]
Transfer Programs	72 (18.0)	111 (27.7)	108 (27.0)	6 (1.5)	3 (0.7)	101 (25.2)	2.19
Career Programs	79 (19.7)	137 (34.2)	102 (25.4)	8 (2.0)	2 (0.5)	73 (18.2)	2.14
Personalized Education Programs	111 (27.7)	125 (31.2)	80 (20.0)	21 (5.2)	16 (4.0)	48 (12.0)	2.17
Continuing Education/ Public Services Programs	75 (18.7)	139 (34.7)	101 (25.2)	11 (2.7)	2 (0.5)	73 (18.2)	2.16

[1] Weighted means were calculated using 1=Excellent, 2=Above Average, 3=Average, 4=Poor, 5=Very Poor. "Don't Know" were not included in calculations.

TABLE 4

RATING OF INSTRUCTIONAL SATISFACTION BY GJC STUDENTS

SPRING, 1980

	Yes No. (%)	No No. (%)	No Opinion No. (%)
Generally, I am satisfied with the instruction at Gainesville Junior College.	354 (88.5)	24 (6)	22 (5.5)

TABLE 5

RATINGS OF VARIOUS EDUCATIONAL EXPERIENCES BY GJC STUDENTS

SPRING, 1980

Statement	Total No. Responses	Very Satisfied No. (%)	Somewhat Satisfied No. (%)	Somewhat Dis-satisfied No. (%)	Very Dis-satisfied No. (%)
How satisfied are you with your experience at GJC in each of the following areas?					
Your impression of the required courses you have taken in your major.	398	148 (37)	210 (52)	33 (8)	7 (2)
The overall quality of instruction.	400	182 (45)	184 (45)	31 (8)	3 (1)
Availability of courses offered.	400	111 (28)	177 (44)	87 (21)	25 (6)
The availability of instructors for discussion outside class.	400	204 (51)	154 (38)	36 (9)	6 (2)
Helpfulness of instructors in assisting you with career plans.	400	182 (45)	134 (34)	65 (16)	19 (5)

Information in Table 6 indicates how well the students feel that Gainesville Junior College is helping them meet personal, career and academic goals. From this table, it is shown that 68 percent of the students indicated that the College is helping them meet personal goals, while 80 percent indicated that the College is helping them meet career and academic goals. Fourteen percent of the students indicated "No Opinion" on whether the College is helping them meet personal goals and ten percent indicated "No Opinion" on the meeting of career and academic goals.

In Table 7 the College services and activities that were rated by the students are listed. Among the various services available, the predominant opinion among students who have used these services was "Very Satisfied" or "Somewhat Satisfied". Areas receiving the greatest number of "Very Satisfied" responses included Library Services with 250 responses and Instructor/Student Relationships with 221 responses. Food Services received 176 "Very Satisfied" responses and Faculty Advisement received 152 similar responses. Fewer than six percent of the students expressed a "Very Dissatisfied" rating of all of the services except Registration which had a rating of nine percent. It should be noted that in many cases a significant number of students have not taken advantage of these services, particularly the service of the Financial Aid Office, the Drama/Theatre Programs, the Music Programs, and the Learning Resources Center.

The data in Table 8 indicate the rating of the impact that attending Gainesville Junior College has had on the respondents' sense of worth. From this table it is shown that 89 percent replied a "Very Positive

TABLE 6

EVALUATION OF THE HELP GIVEN TO STUDENTS IN MEETING SELECTED GOALS

SPRING, 1980

Statements	Total No. Responses	Yes No. (%)	No No. (%)	No Opinion No. (%)
Indicate whether GJC is helping you to meet each of the following goals:				
11. My Personal Goals	401	257 (68)	73 (18)	53 (14)
12. My Career Goals	401	321 (80)	42 (10)	38 (10)
13. My Academic Goals	399	322 (80)	40 (10)	37 (10)

TABLE 7

RATINGS OF VARIOUS COLLEGE SERVICES/ACTIVITIES BY GJC STUDENTS

SPRING, 1980

STATEMENT	Very Satisfied No. (%)	Somewhat Satisfied No. (%)	Somewhat Dis-Satisfied No. (%)	Very Dis-satisfied No. (%)	Never Used This Service No. (%)
How satisfied are you with each of the College services/ activities listed below?					
Registration Procedures	99 (25)	172 (43)	87 (21)	38 (9)	6 (2)
Financial Aid Office	95 (23)	40 (10)	11 (3)	7 (2)	249 (62)
Counseling Center	95 (23)	130 (33)	24 (6)	4 (1)	149 (37)
Learning Resources Center	54 (13)	73 (18)	11 (3)	3 (1)	261 (65)
Orientation	102 (25)	104 (27)	17 (4)	5 (1)	174 (43)
Library Services	250 (62)	112 (28)	11 (2)	2 (1)	27 (7)
Athletic Facilities	165 (41)	105 (27)	14 (3)	5 (1)	113 (28)
Athletic Programs	102 (25)	84 (21)	19 (5)	17 (4)	180 (45)
Bookstore Services	143 (36)	167 (41)	60 (15)	23 (6)	9 (2)
Food Services	176 (44)	140 (35)	23 (6)	2 (1)	61 (14)
Drama/Theatre Programs	109 (27)	40 (10)	3 (1)	1 (.2)	249 (62)
Music Programs	49 (12)	55 (14)	5 (1)	2 (1)	291 (72)
General Entertainment (Dances, Concerts, etc.)	74 (18)	125 (32)	34 (18)	12 (3)	157 (39)
Faculty Advisement	152 (38)	146 (36)	50 (12)	15 (4)	39 (10)
Instructor/Student	221 (55)	137 (34)	30 (7)	7 (2)	7 (2)

TABLE 8

RATING OF THE IMPACT THAT ATTENDING GJC HAS HAD ON THE STUDENTS' SENSE OF WORTH

SPRING, 1980

	Very Positive Impact No. (%)	Positive Impact No. (%)	Negative Impact No. (%)	Very Negative Impact No. (%)	Not Sure No. (%)	Weighted Means[1]
What impact has attending GJC had on your sense of your own worth?	125 (31)	223 (55)	12 (3)	2 (1)	40 (10)	1.70

[1] Weighted means were calculated using 1=Very Positive Impact, 2=Positive Impact, 3=Negative Impact, 4=Very Negative Impact. "Not Sure" responses were dropped in the computations.

Impact" or "Positive Impact" was made on their sense of worth by attending Gainesville Junior College while only three percent or 14 said that either a "Negative Impact" or "Very Negative Impact" was made on their sense of worth by attending Gainesville Junior College. Approximately 10 percent of the total or 40 were "Not Sure" about the impact on their sense of worth by attending the College.

The weighted mean score for the rating categories in this table was 1.70. This mean score indicates that the students feel that their attendance at Gainesville Junior College has had a "Positive Impact" on their sense of worth.

Information in Table 9 indicates the ratings by the students of the importance of various goals that were listed in the questionnaire. Seventy-three percent of the students rated the importance of the goals as "Very Important" or "Important" while approximately 19 percent indicated the goals were either of "Little Importance" or "No Importance". Approximately eight percent of the replies of the students were either "Undecided" or "Not Applicable".

To determine the rankings of these various goals in the opinion of the students, those replying "Not Applicable" were dropped. More than 75 percent of the students rated each of the goals as "Important" or "Very Important" except: To improve knowledge and skills required in present job (47%), to increase the chances for a possible raise or promotion in present job (45%), to become actively involved in student life and campus activities (50%), and to increase my participation in cultural and social events (58%).

TABLE 9

RATINGS OF THE IMPORTANCE OF VARIOUS GOALS BY GJC STUDENTS

SPRING, 1980

Statement	Very Important No. (%)	Important No. (%)	Little Importance No. (%)	No Importance No. (%)	Undecided No. (%)	Not Applicable No. (%)
Rate the importance of the following goals.						
To increase my knowledge in my academic field.	276 (69)	114 (28)	5 (1)	1 (.2)	2 (.4)	4 (1)
To discover my vocational interest.	168 (42)	135 (34)	34 (9)	23 (5)	5 (1)	37 (9)
To prepare for a new career.	250 (62)	89 (22)	16 (4)	18 (5)	9 (2)	20 (5)
To improve knowledge and skills required in present job.	130 (32)	58 (15)	49 (12)	61 (15)	6 (2)	98 (24)
To increase the chances for a possible raise or promotion in present job.	113 (28)	68 (17)	37 (9)	62 (16)	5 (1)	117 (29)
To learn specific skills that will enrich my daily life.	197 (49)	144 (36)	25 (6)	22 (6)	5 (1)	9 (2)
To improve my ability to get along with people.	177 (44)	164 (41)	32 (8)	17 (4)	1 (.2)	10 (2)
To become actively involved in student life and campus activities.	62 (15)	139 (35)	110 (27)	56 (14)	5 (1)	30 (8)
To increase my participation in cultural and social events.	72 (18)	162 (40)	99 (25)	56 (14)	6 (1)	19 (5)
To improve my self-image.	206 (51)	147 (37)	26 (7)	14 (11)	3 (1)	6 (1)
To meet people.	175 (44)	160 (40)	43 (11)	19 (4)	1 (.2)	4 (1)
To improve my leadership skills.	182 (45)	132 (33)	56 (14)	24 (6)	2 (.4)	6 (1)

Information in Table 10 indicates the ratings on some major reasons that might have influenced the students to attend Gainesville Junior College. From this table, it is shown that 46 percent of the replies were included under the "Yes" column while 54 percent of the replies were included under the "No" column.

The reasons that may have influenced the students to attend GJC were listed in the following order: The College has low cost, classes are offered at convenient times, I can work while I go to college, campus is conveniently located, I can live at home, the College offers the courses I'm interested in, someone who had been here advised me to go, a teacher or friend advised me, a number of my friends were attending, I saw some printed materials about the College, the College's academic reputation attracted me, I received information in the mail about this College, the range of student services attracted me, a high school guidance counselor advised me, I read about the College in the newspaper, I received information from a representative of the College, I heard about the College on the T.V. or radio, and finally an employer suggested attending.

Information in Table 11 indicates the rating by the students about the need for making some kind of housing available. From the table it is shown that 69 percent of the replies were included under the "Yes" column indicating that they thought the College should provide some kind of housing available for the students. Only eight percent of the replies was included under the "No" column indicating that these students believed that the College should not provide some kind of housing. Then 23 percent of the responses were included under either the "Don't Know" or "No Opinion" columns when asked about the possibility of needed housing for the students.

TABLE 10

RATINGS ON SOME REASONS THAT MIGHT HAVE INFLUENCED THE STUDENTS TO ATTEND GJC

SPRING, 1980

Statement	Yes No. (%)	No No. (%)
Below are some reasons that might have influenced your decision to attend GJC. Indicate the appropriate answer.		
A high school guidance counselor advised me.	77 (19)	325 (81)
A teacher or friend advised me.	184 (46)	218 (54)
The College's academic reputation attracted me.	146 (36)	256 (64)
Someone who had been here before advised me to go.	205 (51)	197 (49)
The College offers the courses I'm interested in.	294 (73)	108 (27)
The College has low cost.	344 (86)	58 (14)
I can live at home.	306 (76)	96 (24)
An employer suggested attending.	29 (7)	373 (93)
I received information from a representative of the College.	69 (17)	333 (83)
I can work while I go to College.	316 (79)	86 (21)
Campus is conveniently located.	311 (77)	91 (23)
The range of student services attracted me.	95 (24)	307 (76)
A number of my friends were attending.	181 (45)	221 (55)
I received information in the mail about this College.	117 (29)	285 (71)
I read about the College in the newspaper.	71 (18)	331 (82)
I heard about the College on the T.V. or radio.	55 (14)	347 (86)
I saw some printed materials about the College.	170 (42)	232 (58)
Classes are offered at convenient times.	328 (82)	74 (18)

TABLE 11

GJC STUDENTS' OPINION ABOUT THE NEED FOR MAKING SOME KIND OF HOUSING AVAILABLE

SPRING, 1980

QUESTION	YES No. (%)	No No. (%)	Don't Know No. (%)	No Opinion No. (%)
Do you think GJC should make some kind of housing available?	276 (69)	33 (8)	26 (7)	67 (16)

GJC Strengths

An awareness of the image that a college has as perceived by its students is also crucial for understanding and planning, but especially for a public institution which has as a part of its stated mission to serve the needs of its students. How do the students see the College? What are the College's strong points? What are some ways the College could improve? Following is an analysis of the responses of the 402 currently enrolled students.

As was the case with the community leaders, the responses of the students are difficult to categorize since they were open-ended terms. Such open-ended questions give the respondents an opportunity to express their thoughts and ideas spontaneously without bias. Such responses also are useful in providing additional information on all of the topics being studied.

The question, "What do you consider GJC's strongest points to be?" elicited a total of 665 responses. The responses to this question are summarized in Tables 12, 13, and 14.

In Table 12 the responses are grouped into five broad, general categories: Services (including Academic--Transfer, Career, Personalized Education Programs, Continuing Education, Non-Academic and Personal Growth); Relationships (including relationships in the community, among students-faculty-administration, and other institutions); Facilities; Personnel; and Miscellaneous. A total of 178 comments was made about the academic services involving those services concerning the Transfer, Career and Personalized Education Programs. No comments were made concerning the Continuing Education Programs under the Academic Services Category. A total of 51 comments was

TABLE 12

RANK ORDER OF GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF CURRENTLY ENROLLED STUDENTS

SPRING, 1980

Rank	General Category		No. Times Mentioned
1	Services		229
	Academic	178	
	Non-Academic	51	
2	Boundary Relationships		145
	With the Community	4	
	Among Students, Faculty, and Administration	131	
	With Other Institutions	10	
3	Personnel		104
4	Facilities		102
5	Miscellaneous		85
	TOTAL STRONG POINTS:		665

mentioned about various Non-Academic services as being GJC's strong points. There were no strong points listed under the Personal Growth Category of Services. Four comments were listed as strong points under Boundary Relationships that the College has with the community. There were 131 strong points listed as Boundary Relationships with other institutions. There were 102 comments made concerning the College facilities. Personnel was mentioned 104 times as being a strong point of the College. There were 85 comments placed under the Miscellaneous category. These included comments which could not be categorized logically elsewhere.

The data in Table 13 constitute a breakdown of the general categories used in Table 12 into the specific comments made by the students. In Table 13 the strong points are listed along with the number of times that each comment was listed by the students. Again, this was an open-ended question on the questionnaire and the strong points listed here are, for the most part, in the words of the students.

Gainesville Junior College's top ten strongest points as indicated by students are ranked in Table 14. The College faculty was mentioned most often as a strong point. Other frequently mentioned strong points were: facilities, including small classes, small college, and location; neat, clean, beautiful surroundings; grounds; student-teacher realtionships; English Department; low cost; variety of different subject matter; quality of curriculum; Library; and the athletic program.

TABLE 13

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF STUDENTS

SPRING, 1980

Strongest Points	No. Times Mentioned
I. Services (Total: 229)	
A. Academic Services	
1. Transfer, Career, and Personalized Education Program	
a. Program Quality and Variety:	
(1) Variety of different subjects	26
(2) Quality of curriculum	24
(3) Subjects offered	8
(4) Good night program	8
(5) Instruction	4
(6) Transfer program	4
(7) Adequate transfer preparation	3
(8) High level of academics	2
(9) Quality of teaching	2
(10) Good school	1
(11) Good academic background	1
(12) Availability of labs	1
(13) Flexibility of classes	1
(14) Classes not too hard	1
(15) Term papers in all classes	1
b. Division or Departments:	
(1) English	44
(2) Math	15
(3) PEP	12
(4) Business	6
(5) Social Science	4
(6) Distributive Education	2
(7) Physical Education	2
(8) Physics	1
(9) Art	1
c. Career Programs: well developed career programs	3
d. Joint Enrollment Programs: excellent joint enrollment programs	1
Sub-Total Academic Services:	178

TABLE 13 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF STUDENTS

SPRING, 1980

Strongest Points	No. Times Mentioned
B. Non-Academic Services	
1. Activities Programs	
a. Good Athletic Program	28
b. Drama Department	6
c. General Activities	3
d. Good Student Government	2
2. Student Affairs Services	
a. Financial Aid Program	4
b. Quick Registration	1
c. Guidance Center	1
3. Miscellaneous Services	
a. School is Very Good Socially	3
b. Security System	1
c. Speedy Mail Contact	1
Sub-Total Non-Academic Services:	51
TOTAL SERVICES:	229
II. Relationships (Total: 145)	
A. Community Relationships	
1. Excellent Community Outreach	2
2. Community Education Involvement	2
Sub-Total Community Relationships	4
B. Student-Faculty-Administration Relationships	
1. Good Student-Teacher Relations	67
2. Small Classes/Small College	55

TABLE 13 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF STUDENTS

SPRING, 1980

Strongest Points	No. Times Mentioned
3. Willingness of Staff to Help Students	6
4. Treated as an Adult	1
5. PEP Division is Very Helpful	1
6. Feeling of Belonging	1
Sub-Total Student-Faculty-Administration Relationships:	131
C. Other--Educational Institutional Relationships	
1. Credits are Easily Transferred	3
2. GJC is Hardest Junior College in Georgia; Gets You Ready for a Four-Year College	3
3. Most Caring Faculty of All Junior Colleges	2
4. Joint Enrollment Program	2
Sub-Total Other--Educational Institutional Relationships:	10
TOTAL RELATIONSHIPS:	145
III. Facilities (Total: 102)	
A. Location	
1. Good Location	48
2. Close to Home	8
3. Neat	6
4. Clean and Beautiful	3
5. Nice Surroundings and Grounds	2
Sub-Total Location:	67

TABLE 13 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF STUDENTS

SPRING, 1980

Strongest Points	No. Times Mentioned
B. Facilities	
1. Excellent Facilities Including Library, Classrooms and Student Center	21
2. Good Parking	8
3. Plenty of Classroom Space	6
Sub-Total Facilities:	35
TOTAL FACILITIES:	102
IV. Personnel (Total: 104)	
A. Faculty	
1. Good Faculty	68
2. Knowledgeable Instructors	7
3. Cooperative and Flexible Teachers	4
Sub-Total Faculty:	79
B. Staff: A Good Staff	16
C. Administrators	
1. A Good President	1
2. Fine Administrators	3
3. Flexible and Experienced Administrators	5
Sub-Total Administrators:	9
TOTAL PERSONNEL:	104

TABLE 13 (CONT'D)

GJC'S STRONGEST POINTS BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF STUDENTS

SPRING, 1980

Strongest Points	No. Times Mentioned
V. Miscellaneous (Total: 85)	
A. Atmosphere	
Casual, Strong, Friendly, Clean, Beautiful Environment; Good Attitudes; Nice Surroundings; Good Campus	41
B. Cost	
Low Cost	30
C. Good Organization	8
D. Good Food	1
E. Well Developed College	1
F. Adequate Funding	1
G. No Racial Problems	1
H. Everyone Has a Chance to Do Well	1
I. Good Absentee Policy	1
TOTAL MISCELLANEOUS:	85
TOTAL STRONG POINTS:	665

TABLE 14

RANK ORDER OF GJC'S TOP 10 SPECIFIC STRONGEST POINTS AS INDICATED BY A SAMPLE OF STUDENTS

SPRING, 1980

RANK	STRONGEST POINTS	NO. TIMES MENTIONED
1	Faculty	79
2	Good location; close to home; neat clean, beautiful surroundings; grounds	67
2	Good student/teacher relationships	67
3	Small classes/small college	55
4	English Department	44
5	Atmosphere; friendly, clean, etc.	41
6	Low cost	30
7	Athletic Program	28
8	Variety of different subject matter	26
9	Quality of Curriculum (Academic Programs)	24
10	Excellent Facilities	21

Ways GJC Could Improve

There were 486 responses given to the open-ended question, "What are some ways Gainesville Junior College could improve?" The responses to this open-ended question are summarized in Tables 15, 16, and 17.

In Table 15 the responses are grouped into the same broad, general categories as they were in the responses to the question concerning GJC's strongest points. There were 317 specific comments about ways the College could improve its services, with 207 of these suggestions concerning needed changes in the area of academics. Four items were included under the Continuing Education service and there were 106 requests for improvements in the non-academic services of the College. One hundred and nineteen suggestions for improvement were given concerning Facilities. Nineteen suggestions for improvement were given for Personnel. Eighteen respondents indicated a need to improve various miscellaneous aspects of the College that would not logically fall under any of the other general categories. It should be mentioned that only 13 respondents indicated a need to improve relationships at the College. According to the students these thirteen needed improvements were suggested as being needed among the student-faculty-administration.

The data in Table 16 constitute a breakdown of the general categories used in Table 15 into the specific comments made by the students. In Table 16, the ways GJC could improve are listed along with the number of times that each comment was listed by the students. Again, this was an open-ended question and the suggestions for improvements listed here are for the most part in the words of the students.

The five ways to improve that were mentioned most often by the respondents are presented in rank order in Table 17. A need for student housing

TABLE 15

RANK ORDER OF WAYS GJC COULD IMPROVE BY GENERAL CATEGORY AS INDICATED BY A SAMPLE OF STUDENTS

SPRING, 1980

Rank	General Category		No. Times Mentioned
1	Services		317
	Academic:	207	
	Continuing Education/Public Service:	4	
	Non-Academic:	106	
2	Facilities		119
3	Personnel		19
4	Miscellaneous		18
5	Relationships		13
	With Community:	0	
	With Other Institutions:	0	
	Among Students, Faculty, Administration:	13	
	TOTAL WAYS TO IMPROVE:		486

TABLE 16

WAYS GJC COULD IMPROVE AS INDICATED BY SELECTED STUDENTS

SPRING, 1980

Ways to Imprcve	No. Times Mentioned
I. Services (Total:317)	
A. Academic Services (Total: 207)	
1. Transfer Program	
a. Additional Courses/Programs:	
(1) Need to offer more subjects at night - ie. P.E., Science, Social Work, Foreign Language, Business, Art	32
(2) Need more classes or a greater variety of classes	27
(3) Need to alter time of course offerings - ie.	
Classes at 11:00	14
Do not require P.E. quarterly	5
Offer Saturday classes	4
Longer classes each day and meet two or three days a week	3
Have night classes from 5:30 - 10:00 p.m.	2
Offer two hour accounting class	1
Need to improve repair time for P.E. equipment	1
Offer classes from 2:00 - 5:00 p.m.	3
Have more than one graduation exercise/year	1
Need to slow down instruction rate in night classes, especially accounting	1
Need to offer required courses more periods and more quarters	2
Need to offer night classes on Monday and Wednesday	1
b. Course/Program Improvements:	
(1) Need to add larger music program	2
(2) No night P.E.	2
(3) Improve off-campus courses	2
(4) Improve advisory program	4
(5) Improve English and make it less demanding	6
(6) Make teachers less concerned with test grades	1
(7) Need stronger Political Science classes	1
(8) Need to standardize way all subjects are taught	1
(9) Need to improve Business courses	2
(10) Improve Science program	1
(11) Need a foreign language	1
(12) Individual counseling	2
(13) Add more transfer classes	1
(14) Offer more credit for harder courses	1

TABLE 16 (CONT'D)

WAYS GJC COULD IMPROVE
AS INDICATED BY SELECTED STUDENTS

SPRING, 1980

Ways to Improve	No. Times Mentioned
(15) Need to improve History department	1
(16) Need more required classes more often	2
(17) Need to improve pre-registration	1
(18) Add courses to the Journalism program	1
(19) Need to use more lab material	1
(20) Need a more flexible exam schedule	1
(21) Terminate Biology lab	3
c. Miscellaneous Academic Ways to Improve:	
(1) Need to offer a four-year program	26
(2) Need greater selection of library materials	2
(3) Eliminate attendance policy for non-veterans	3
(4) Offer home-study programs	1
(5) Should provide same core as University of Georgia	1
(6) Students should have more than one chance at the Regent's Test	1
(7) Don't pass students only on attendance record	1
(8) Do not require P.E.	1
(9) Need to revise entrance exams	1
(10) Need to publish teacher's names with the subjects	1
(11) Need cheaper tuition	1
(12) Need to use fewer part-time teachers from local high schools	1
2. Career Programs	
a. GJC and Lanier Tech should be as one, need to offer more technically oriented career degrees	1
b. Expand Science/Technical facilities	1
c. Require only three P.E. classes for a career degree	1
d. Need to add secretarial class	1
e. Need broader health degree courses	1
3. Personalized Education Program	
a. Drop or improve PEP	13
b. Have instructors teach PEP math	3
c. Speed up PEP, takes too much time and money	3
d. Stop requiring PEP classes	2
e. Take PEP out of Science Building	1
f. PEP should make sure that a student progresses as he should	2
g. PEP needs to assign work that will help one in English	2
h. PEP should be avoided if one feels that he is capable without remediation	2

TABLE 16 (CONT'D)

WAYS GJC COULD IMPROVE AS INDICATED BY SELECTED STUDENTS

SPRING, 1980

Ways to Improve	No. Times Mentioned
B. Continuing Education/Public Service Programs (Total: 4)	
1. Need to Offer More Continuing Education Classes	2
2. Need to Teach Self-Awareness Classes	1
3. Need to Teach Karate, Judo, etc.	1
C. Non-Academic Services (Total: 106)	
1. Registration/Admissions Needs:	
a. Need better organized registration	5
b. Need to improve registration	2
c. Need lower tuition	1
d. Should assure class schedule for pre-registration	1
e. Have records easier to get to without so much run-around	1
Sub-Total Registration/Admissions Needs:	10
2. Counseling/Advisement Needs	
a. Need to orient new students to buildings and programs	1
b. Provide childcare services for night students	1
c. Should assign counselor according to major	1
d. Some teachers need to be updated on advisement requirements	1
e. Provide more clerical help for Financial Aid Office	1
f. Provide better advisement	2
g. Need orientation program for night students	1
Sub-Total Counseling/Advisement Needs:	8
3. Activity Program Needs:	
a. Omit or change activity period	24
b. Provide or enrich activity programs	31
c. Need more student involvement	10
d. Omit activity fee	3
e. Should publicize extra-class schedule of events	3
f. Improve student center; gym operations	5
g. Need stronger club communication	1
h. There should be no classes at 11:00 a.m.	1
i. Provide occasional entertainment during activity period	1
Sub-Total Activity Needs:	79

TABLE 16 (CONT'D)

WAYS GJC COULD IMPROVE AS INDICATED BY SELECTED STUDENTS

SPRING, 1980

Ways to Improve	No. Times Mentioned
4. Miscellaneous Needs:	
a. Omit music in library	1
b. Improve parking rules	1
c. Should provide some kind of meal tickets	1
d. Too many nonsense tickets are given to drivers	1
e. Need lower book fees	2
f. Open library on weekends	1
g. Sell beer	1
h. Improve food	1
Sub-Total Miscellaneous Needs:	9
TOTAL SERVICES:	317
II. Relationships (Total: 13)	
A. Community Relationships	0
B. Student-Faculty-Administration Relationships	
1. Student Needs: Should include night students in more things	2
2. Faculty Needs	
a. Develop better faculty-student relationships	2
b. Teachers should care more about student learning	1
c. Need to teach students like college students, not like high school students	1
d. Teachers need to take more time with advisement	1
e. Should improve teacher dedication and concern in some areas	1
3. Administration Needs	
a. Listen to student opinions	1
b. Should open administration offices at night	1
c. Need to be more relaxed in rules	1
d. Should do more things to benefit all races	1
e. Should consider student evaluations of instructors more closely	1

TABLE 16 (CONT'D)

WAYS GJC COULD IMPROVE
AS INDICATED BY SELECTED STUDENTS

SPRING, 1980

Ways to Improve	No. Times Mentioned
C. Other--Educational Institutional Relationships	0
TOTAL RELATIONSHIPS:	13
III. Facilities (Total: 119)	
A. Student Housing: Need Dorms	75
B. Buildings	
1. More Buildings	2
2. Improve Classrooms	2
3. Improve Library Restrooms	1
4. Improve Dining Facilities	2
5. Better Lockers	1
6. Take Better Care of Showers in Gym	1
C. Parking	
1. Improve Parking Facilities	12
2. Make Non-Parking Zones More Legible	1
D. Transportation: Provide Some Form of Transportation	8
E. Childcare Services: Babysitting Facilities Should Be Available at Low Cost	4
F. Other Comments	
1. Provide Racketball Courts	1
2. Weight Lifting Classes	1
3. Resurface Tennis Courts	1

TABLE 16 (CONT'D)

WAYS GJC COULD IMPROVE AS INDICATED BY SELECTED STUDENTS

SPRING, 1980

Ways to Improve	No. Times Mentioned
4. Provide Left-Handed Desks	1
5. Sandwiches at Night	1
6. Open Bookstore at Night	1
7. Omit Music in Library	1
8. Better Chemistry Weight Scales	1
9. Open Library on Saturday	2
TOTAL FACILITIES:	119
IV. Personnel (Total: 19)	
A. Faculty	
1. Improve Dress of Faculty	2
2. Need More Qualified Faculty	7
3. Employ More English Teachers	2
4. Need More Teachers Like the President	2
B. Administration: Replace Some Administrative Personnel	2
C. Staff	
1. Need a More Qualified/Organized Staff	3
2. Get Better Security	1
TOTAL PERSONNEL:	19

TABLE 16 (CONT'D)

WAYS GJC COULD IMPROVE
AS INDICATED BY SELECTED STUDENTS

SPRING, 1980

	Ways to Improve	No. Times Mentioned
	V. Miscellaneous (Total:18)	
A.	Should Issue Meal Tickets	1
B.	Need More Funds	1
C.	Should Have Less Noise in the Halls, ie. the Phone at Night	1
D.	Should Not Accept So Many Students as to Be Overcrowded	1
E.	Need to Be Larger	1
F.	Bookstore is Too Expensive	3
G.	Stop the Parking Fines, You Don't Even Have a Warning and the Comptroller Man Rides Through the Parking Lot Like a Vulture	1
H.	Security Should Not Be So Interested in Giving Out Parking Tickets; Need to Be Involved in Something That Would Benefit the School, Not the Comptroller's Office	1
I.	Need to Keep a Classbook for One Year	1
J.	Should Prepare a Student for His First Regent's Test	1
K.	Faculty Should Spend More Time on Campus	1
L.	Need to Lower Lunch Prices	1
M.	Bookstore Needs to Buy Back Books and Sell at Right Price	2
N.	GJC Is Doing Fine	1
O.	Relax	1
	TOTAL MISCELLANEOUS:	18
	TOTAL WAYS TO IMPROVE:	486

TABLE 17

RANK ORDER OF THE TOP FIVE SPECIFIC WAYS GJC COULD IMPROVE AS INDICATED BY A SAMPLE OF STUDENTS

SPRING, 1980

RANK	WAYS TO IMPROVE	NO. TIMES MENTIONED
1	Need Dormitories	75
2	Need to offer more subjects at night, i. e.--P. E., Science Social Work, Foreign Language, Business, Art	32
3	Provide or enrich activity programs	31
4	Need more classes or a greater variety of classes	27
5	Offer a Four-Year Program	26

and campus dormitories were listed most frequently by the students, with 75 responses indicating such a need. Four of the top five suggestions are related to needs in the areas of academic courses or programs at the College; 32 persons suggested that more subjects need to be offered at night listing specific courses such as Physical Education, Science, Social Work, Foreign Language, Business and Art. Twenty-six persons suggested that the College should be converted to a four year status institution. Thirteen respondents indicated that additional activity programs should be provided. Finally, 27 persons indicated that the College needs to offer more classes or that the College should provide the students with at least a greater variety of classes than is currently being offered.

Summary and Conclusions

A general picture of Gainesville Junior College as seen by the students is presented as a summary of the data that has been presented in the preceding sections of this report. A concentrated effort has been made to identify the major points as expressed by the students and to draw some conclusions from the responses to the open-ended questions, from the ratings of various aspects of the College, and from the responses made to the awareness questions by the sample of the currently enrolled students.

The College is operating each of the four programs, Career, Continuing Education/Public Service, Personalized Ecuation, and Transfer Programs successfully as indicated by the students.

Over 50 percent of the students rated the College as operating its programs on a scale that was either "Excellent" or "Above Average" while only four percent listed the College as operating the programs at either a "Poor" or "Very Poor" level.

Over 85 percent of the students enrolled Spring Quarter indicated that on a general basis, they were satisfied with the instruction at Gainesville Junior College. Fifty-one percent of the respondents ranked the availability of the instructors for discussion outside class as a very important education experience at the College while 80 percent of the students indicated that the College was helping them meet both their academic and career goals.

Five very important College services or activities according to the students were instructor/student relationships, library services, bookstore and food services, and faculty advisement. Over 88 percent of the students stated that attending Gainesville Junior College has had either a "Very Positive Impact" or a "Positive Impact" on their sense of worth.

According to the students, their most important goals were to increase their knowledge in their academic field, to prepare them for a new career, to improve their self-image, to learn specific skills that will enrich their daily lives and to improve their ability to get along with people. When questioned about the reasons for attending Gainesville Junior College, the students listed the following situations in descending order: the College has low cost, the College offers classes at convenient times, the students can continue to work while attending college, the College is conveniently located and the students can live at home.

A majority of the students (60 percent) felt that the College should make some kind of housing available.

The students responded that the greatest strengths of Gainesville Junior College are in the academic services and in the relationships among the students, faculty and administration. The strong points most frequently mentioned are Services Category and outweigh the other categories by a factor of two to one. The top five specific strongest points of GJC are the faculty, the location, the size of the College, the student/teacher relationship and the English Program.

In listing ways GJC could improve, dormitories were mentioned more than anything else. Several suggestions were made requesting that the College offer more courses in the evening program. Several suggestions were made requesting the College to offer a four-year program as well as requests for more classes or a greater variety of classes at the present time. The students also implied that current activity programs should be enriched and additional programs should be provided.

APPENDICES

APPENDIX A

Spring, 1980

Gainesville Junior College
Economic Impact Study
Faculty, Administration, Staff

The following questions are intended to help estimate the economic impact of Gainesville Junior College on the local community. All questionnaires should be returned no later than Friday, May 30 at 12:00. Please return to the Business Division office through inter campus mail. We appreciate your co-operation.

1. What is your primary employment status at Gainesville Junior College?

(1) Full time faculty or administrator ______
(2) Part time faculty ______
(3) Full time staff ______
(4) Part time staff ______

2. Approximately how far do you live from campus?

Miles ____

3. Please estimate your average monthly expenditures in the following categories. Please note the location of expenditures as being in Area I (Hall County, Barrow County, Jackson County, Forsyth County, Northern ½ of Gwinnett County) or Area II (anywhere outside of Area I).

Expenditure Category	Area I	Area II
(1) Rent	$	$
(2) House payment.		
(3) Food & beverage.		
(4) Real Estate & other local tax. .		
(5) Automobile payments.		
(6) Automobile repairs		
(7) Automobile insurance		
(8) Gasoline		
(9) Charitable donations (including church)		
(10) Cleaning & laundry		
(11) Clothing		
(12) Entertainment.		
(13) Furniture		
(14) Health (including dental & medical expenses and insurance).		
(15) Insurance (except auto & health)		
(16) Magazines & newspapers		
(17) Personal items		
(18) Professional expenditures. . . .		
(19) Miscellaneous.		

Thank You!

APPENDIX B

GAINESVILLE JUNIOR COLLEGE
ECONOMICS IMPACT STUDY
STUDENTS

The following questions are intended to help us learn about the economic impact students at Gainesville Junior College have on the local community. We appreciate your co-operation.

1. What is your student status at Gainesville Junior College?

   (1) Freshman ______
   (2) Sophomore ______
   (3) Other ______

2. Are you currently a ful time student (12 quarter hours or more)?

   (1) Yes ______
   (2) No ______

3. What is your sex?

   (1) Male ______
   (2) Female ______

4. Check the factor(s) which were important to you in your selection of Gainesville Junior College.

   (1) Close to home ______
   (2) Academic programs ______
   (3) School size ______
   (4) Friends ______
   (5) Parents ______
   (6) Lower cost ______
   (7) Other (please specify) ____________________________

5. Your annual income is:

   (1) Less than $5,000 ______
   (2) $5,000 - $7,500 ______
   (3) $7,501 - $10,000 ______
   (4) $10,001 - $12,500 ______
   (5) $12,501 - $15,000 ______
   (6) above $15,000 ______

6. Please estimate your average monthly in the following categories. If you live at home, how much is spent on you by your parents for these items. If you have a family, how much do you spend for the entire family? (If you have any of these expenses on an annual basis, divide the dollar amount by 12). Please designate the location of your expenditures as being in Area I (Hall County, Barrow County, Jackson County, Forsyth County, northern ½ of Gwinnett County) or Area II (anywhere outside of Area I).

Expenditure Category	Area I	Area II
(1) Rent	$________	$________
(2) House Payment	________	________
(3) Utilities (water, gas, electric, telephone)	________	________
(4) Food & beverage	________	________
(5) Real Estate & other taxes	________	________
(6) Automobile payment	________	________
(7) Automobile insurance	________	________
(8) Automobile repairs	________	________
(9) Automobile gas	________	________
(10) Charitable donations (including church)	________	________
(11) Cleaning & laundry	________	________
(12) Clothing	________	________
(13) Entertainment	________	________
(14) Furniture	________	________
(15) Health (include dental & medical expenses & insurance)	________	________
(16) Insurance (except auto & medical)	________	________
(17) Magazines & newspapers	________	________
(18) Personal items	________	________
(19) School-tuition, books, fees,	________	________
(20) Miscellaneous	________	________

APPENDIX C

NOMINATION QUESTIONNAIRE
FOR
GAINESVILLE JUNIOR COLLEGE COMMUNITY NEEDS ASSESSMENT SURVEY
1980

The basic purpose of this questionnaire is to aid in the selection of various types of leaders in communities immediately surrounding Gainesville Junior College. A sample of those nominated will be drawn to be interviewed concerning GJC's ongoing programs and services, and the educational needs which GJC might meet and services it is felt the College should make available to its constituents. Hopefully, the suggestions and evaluations made will provide a basis for sound planning by GJC as it strives to further improve its programs and services.

It is emphasized that this questionnaire will be treated as strictly confidential. Therefore, DO NOT sign this form. After you have completed this questionnaire, please mail it in the enclosed self-addressed envelope directly to the research consultant by Wednesday, January 30, 1980.

In providing nominations for types of leaders, the same person may be nominated for different types of leadership. Do not fail to nominate yourself if you are eligible. If you do not know who the leaders are in a category, just leave the space blank.

A. GENERAL LEADERSHIP

Please name about four people you consider to be the most influential in general affairs in each of the counties listed, regardless of whether or not you approve of the way they use their influence. It is expected that few would be aware of leaders in all of these counties; hence, do not hesitate to leave spaces blank if you do not know who the leaders are.

1. Hall County:

____

____

____

____

2. Barrow County:

____

____

____

____

3. Forsyth County:

____

____

____

____

4. Jackson County:

____

____

____

____

5. North part of Gwinnett County (including Lawrenceville, Buford, Sugar Hill):

____

____

____

____

B. SPECIALIZED LEADERSHIP

Please nominate about two people you consider to be the most influential leaders in each of the speical areas in ______________ County. The people named may or may not hold official positions in the area named. Again, please leave spaces blank if you are not aware of persons who fit a category.

1. Business and Industry:

____

____

____

2. Education:

____

____

____

3. Political:

____

____

____

4. Health and Medicine:

____

____

____

5. "Cultural Affairs":

____

____

____

6. Welfare and Social Services:

____

____

____

7. Civic Affairs:

____

____

____

8. Religion:

____

____

____

9. Women:

____

____

____

10. Labor and Working Class:

____

____

____

11. Blacks:

____

____

____

12. Communication (Mass Media):

____

____

____

13. Recreation:

14. Agriculture and Rural:

15. Law and Law Enforcement:

NOTE: THIS IS CONFIDENTIAL. PLEASE DO NOT SIGN YOUR NAME.

When completed, please mail in the enclosed, stamped envelope by Wednesday, January 30, 1980, to:

Dr. Harold L. Nix
Baldwin Hall
University of Georgia
Athens, GA 30602

APPENDIX D

Letter for Community Leaders Nomination

GAINESVILLE JUNIOR COLLEGE
University System of Georgia
GAINESVILLE, GEORGIA 30501

Office of the President

January 22, 1980

One of the things we are doing to try to improve our College entails conducting a fairly comprehensive survey. Educators often call this a "needs assessment survey". Scientifically chosen samples from a number of different publics will be asked, in effect, what direction they think this institution should take. One of the publics to be surveyed is our community leaders. So that the area leadership may be properly sampled, we need your assistance in identifying a cross-section of our general and specialized leaders. We would appreciate your help in this by suggesting general and specialized leaders as requested on the enclosed questionnaire.

In order to keep your nomination in confidence, we are asking you not to sign your name on the questionnaire. When completed, please mail the questionnaire to the University of Georgia. To further protect your anonymity, our research consultant there will tabulate the information for us. A self-addressed, stamped envelope is enclosed for your convenience. It would be appreciated if you could have the questionnaire in the mail by Wednesday, January 30.

I wish to thank you in advance for your cooperation and assistance as we evaluate our college and make future plans. This study should serve to help us meet our community's educational needs better.

Sincerely,

Hugh M. Mills, Jr.
President

HMMJr/ms

Enclosures

AN AFFIRMATIVE ACTION/EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY INSTITUTION

APPENDIX E

Interview Schedule, Community Leaders Segment

GAINESVILLE JUNIOR COLLEGE
COMMUNITY NEEDS ASSESSMENT

Spring, 1980

IDENTIFICATION

Date: ____________________ Interview No: ____________________

Interviewer: ____________________ Respondent No.: ____________________

Reviewer: ____________________ County: ____________________

INTRODUCTION

(See Interviewers' Instructions)

Interviewer to state:

Name
Organization
Sponsorship
Purpose of Study
Nature of Study
Use
Confidential nature of interview
Candid

A. COMMUNITY NEEDS AND PROBLEMS

I would like to begin this interview by talking to you about your community that Gainesville Junior College is serving. As you know, every community has needs that should be met and problems that should be solved in order to make it a better place to live in.

____ 1. In your opinion, what do you consider as the 4 or 5 most important needs or problems in the ____________________ county community?
NR

Needs or Problems	Rank
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________

____ 2. Now would you please rank the needs and problems you have just named in terms of their importance. Which do you consider to be the MOST important, second important, etc.? (REVIEW THE NEEDS NAMED OR SHOW THE LIST YOU HAVE WRITTEN)
NR

B. COLLEGE IMAGE/EVALUATION--GENERAL

____ 3. Next, let's focus on Gainesville Junior College. What do you consider GJC's strongest points to be? (LIST)
NR

C. COLLEGE NEEDS AND PROBLEMS

______4. No college is perfect, of course. What are some ways you think
NR Gainesville Junior College could improve? (LIST)

______5. Are there any particular courses, programs or services which you feel
NR Gainesville Junior College should offer that it is not now offering?

______(1) No
______(2) Yes...(IF YES, ASK). ____6. What do you think should be offered? (LIST. PROBE, IF NEEDED, BY ASKING: COURSES OR PROGRAMS? SERVICES?)
NR
______(9) Don't Know

______7. Does your business or organization presently employ persons who have
NR attended GJC?

______(1) No
______(2) Yes...(IF YES, ASK) ____8. How would you rate the quality of their training...as Excellent, Above Average, Average, Poor or Very Poor?
NR
______(3) Doesn't Apply
______(9) Don't Know

______(1) Excellent
______(2) Above Average
______(3) Average
______(4) Poor
______(5) Very Poor
______(9) Don't Know

_____ 9. Are there any kinds of training, knowledge, or skills you or your employees need that GJC might offer?
NR

_____ (1) No
_____ (2) Yes (If Yes, ASK) ...What are they? (LIST)
_____ (3) Dont't Know

(Also, IF YES IS GIVEN TO QUESTION 9, AFTER RESPONDENT TELLS SERVICES DESIRED, ASK) would you like someone from GJC to contact you to discuss the possibility of GJC providing this. (IF YES, HAND CARD A TO FILL OUT.....TELL IT IS TO BE KEPT SEPARATE SO THAT HIS/HER RESPONSES ON THIS FORM WILL REMAIN ANONYMOUS)

D. AWARENESS OF COLLEGE PROGRAMS/ACTIVITIES

_____ 10. Have you had an opportunity to visit the Gainesville Junior College campus during the last year?
NR

_____ (1) No (IF NO, GO ON TO QUESTION 10)

_____ (2) Yes (IF YES, HAND CARD NO. 1 WITH ACTIVITIES LISTED AND ASK) Would you please tell me under which of the circumstances listed on this card you visited the campus?

No (1)	Yes (2)	
_____	_____	11. Athletic Event
_____	_____	12. Use recreational facilities
_____	_____	13. Entertainment event (ex: play or music program)
_____	_____	14. Attend a Continuing Education/Public Service course, workshop or seminar
_____	_____	15. Meeting: College related (ex: GJC Trustee meeting; GJC Career Program Advisory meeting: Foundation dinner)
_____	_____	16. Meeting: non-College related (ex: club, organizational or business meeting)
_____	_____	17. Attend academic course for credit
_____	_____	18. Other? (WRITE IN) _______________

On the top half of this card (HAND CARD NO. 2 WITH PROGRAMS LISTED) you will see listed the four general types of programs Gainesville Junior College has: College Transfer programs, Two-Year Career programs, a Personalized Education Program, and Continuing Education/ Public Service programs. Let me describe each of these briefly:

1. The College Transfer programs are the programs designed to provide the basic, general education courses of the freshman and sophomore years of a 4-year degree;

2. The Two-Year Career programs are those which prepare students for entering the job market upon completion of the courses;

3. The Personalized Education Program, which is sometimes called a special studies program, is offered to students who need remedial work to strengthen their academic backgrounds before attempting college-level work, and finally,

4. The Continuing Education/Public Services programs include the educational, cultural, social and recreational workshops, seminars, and courses which are not offered for academic credit, but are given continuing education credits, often referred to as C.E.U.s.

Now, using the rating scale on the bottom half of the card, would you please indicate the degree of importance you think GJC should place on each program over the next 5 years. Rate the degree of emphasis you think each should be given as Very Important, Important, Little Importance, or No Importance. If you do not know or have no opinion, just say you "Don't Know." (CIRCLE RESPONSES)

		PROGRAM	RATINGS		(CHECK RESPONSE)			
			VI (1)	I (2)	LI (3)	NI (4)	DK (9)	COMMENTS
_____ NR	19.	College transfer programs	1	2	3	4	9	__________
_____ NR	20.	Two-Year Career programs	1	2	3	4	9	__________
_____ NR	21.	Personalized Education Progarm	1	2	3	4	9	__________
_____ NR	22.	Continuing Education/ Public Service Programs	1	2	3	4	9	__________

Now, on this card (HAND CAREER PROGRAMS CARD NO. 3) you will see listed the specific two-year career programs that Gainesville Junior College offers. Which of these do you know about and which of these are you not familiar with? Please say "yes" if you areaware that GJC offers a particular course of study, and say "no" if you have not been aware that a program is offered: (READ EACH PROGRAM LISTED)

NO (1)	YES (2)	
_____	_____	23. Accounting Technology
_____	_____	24. Applied Science (these are joint programs with Lanier Tech)
_____	_____	25. Business Management
_____	_____	26. Criminal Justice
_____	_____	27. Early Childhood Education
_____	_____	28. Fashion Merchandising
_____	_____	29. Marketing and Distribution
_____	_____	30. Medical Laboratory Technology
_____	_____	31. Secretarial Science
_____	_____	32. Social Work

E. RATING OF PROGRAMS, SERVICES, PERSONNEL, RELATIONSHIPS

Next, we would like you to give a general rating of the following GJC programs, services, personnel and relationships. (HAND CARD NO. 4). Using the ratings listed on this card, please rate each as Excellent, Above-Average, Average, Poor, or Very Poor. Again, if you are not familiar with a program, the service, personnel, or relationship, then say you Do not know. (CIRCLE RESPONSES MADE).

SITUATION RATED	RATINGS E (1)	AAv (2)	Av (3)	P (4)	VP (5)	DK (9)	COMMENTS
33. Preparation given students to transfer to a 4-year school	1	2	3	4	5	9	_____
34. Preparation given students to enter the job market after 2 years	1	2	3	4	5	9	_____
35. Continuing education/public service programs (ex: conferences, workshops, seminars)	1	2	3	4	5	9	_____
36. Cultural activities (ex: plays, music programs, library exhibits)	1	2	3	4	5	9	_____
37. Teaching Faculty	1	2	3	4	5	9	_____
38. Administrators	1	2	3	4	5	9	_____
39. Recreational Facilities	1	2	3	4	5	9	_____
40. Facilities for meetings/workshops	1	2	3	4	5	9	_____
41. Facilities for academic courses	1	2	3	4	5	9	_____
42. Appearance of grounds	1	2	3	4	5	9	_____
43. Relationship between GJC and community as a whole	1	2	3	4	5	9	_____
44. Relationship between the GJC faculty and community	1	2	3	4	5	9	_____
45. Relationship between the GJC administration and community	1	2	3	4	5	9	_____
46. Relationship between the GJC students and the community	1	2	3	4	5	9	_____

F. COMMUNITY LEADERSHIP

Now I would like to talk to you about the leadership here in ______________________ County. Although I will ask you to give names, our real purpose is to help us make sure we identify the persons who should be a part of our community leader pool for interviewing purposes. May I emphasize that no specific name of a leader will be mentioned in any of the reports and no information given regarding persons who have named others.

_47. Would you please name up to six persons whom you consider to have the most influence on what happens in ___________________ County. Please name the most influential regardless of whether or not you approve of the way they use their power (ASK FOR EACH LEADER'S OCCUPATION AS HE/SHE IS NAMED. IF YOU KNOW IT FOR SURE, DO NOT ASK)

	NAME	OCCUPATION
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		

_48. You have named some individual leaders. Now, I am interested in group or organizational leadership. Would you please name about three organizations, agencies, groups or positions which you think have the MOST influence on general county-wide affairs.

	ORGANIZATION/AGENCY/POSITION
(1)	
(2)	
(3)	
(4)	
(5)	

H. RESPONDENT CHARACTERISTICS

Finally, I would like to ask some questions about yourself, not to identify you as an individual, but in order to determine opinions of broad classes of people. (DO NOT ASK FOR INFORMATION YOU ALREADY KNOW FOR SURE)

_____ 49. Age Category (HAND CARD 5)
NR

_____ (1) 18-24 years
_____ (2) 25-34 years
_____ (3) 35-49 years
_____ (4) 50-62 years
_____ (5) 63 and over

_____ 50. Sex
NR

_____ (1) Male

_____ (2) Female

_____ 51. Race
NR

_____ (1) Black
_____ (2) White
_____ (3) Other

_____ 52. County of Residence
NR

_____ (1) Hall
_____ (2) Jackson
_____ (3) Barrow
_____ (4) Forsyth
_____ (5) Gwinnett
_____ (6) other _______________

_____ 53. What is you main occupation and position? (ASK ONLY IF DO NOT KNOW)
NR

OCCUPATION	POSITION

_____ 54. Using this card, would you please tell me which category tells how far you went in school (HAND CARD 6. PROBE FOR NUMBER OF YEARS COMPLETED)
NR

(1) Elementary School	_____ years
(2) Some High School	_____ years
(3) High School	_____ years
(4) Some College	_____ years
(5) College Degree	_____ years
(6) Other. What?_______________	_____ years

_____ 55. Have you ever taken academic work at GJC?
NR

_____ (1) No
_____ (2) Yes (IF YES, ASK)

_____ 56. Did you receive a degree?
NR

_____ (1) No
_____ (2) Yes

(THANK RESPONDENT FOR HIS/HER COOPERATION, EXPRESS APPRECIATION FOR TAKING TIME OUT OF BUSY SCHEDULE, AND TELL HIM/HER THAT THEY WILL BE CONTACTED WHEN THE RESULTS ARE AVAILABLE)

APPENDIX F

Letter to Community Leaders

GAINESVILLE JUNIOR COLLEGE
University System of Georgia
GAINESVILLE, GEORGIA 30501

Office of the President

February 18, 1980

Dear

In an effort to improve this institution, we at Gainesville Junior College are conducting what has come to be called a Needs Assessment Survey. A number of different groups or publics are being asked to help us evaluate our performance at GJC and to point out how we may better serve the public. You are part of a sample drawn form a long list of people who are active in community affairs.

Because you are active and busy, we have arranged for your twenty-minute interview to take place on the third floor of our new City-County Administration Building in downtown Gainesville. We will call you to set up an appointment. Interviews are being scheduled beginning Tuesday, February 26, and continuing through Thursday, February 28, between the hours of 9 A.M. and 4 P.M. If these times are not suitable, we will attempt different arrangements.

The trained interview team will be commuting from the University of Georgia. The information gathered will not be linked with your name. You can tell from the fact that these interviews are being conducted off campus and by people not connected with this institution that we are really seeking accurate data from the taxpayers. The data from this survey will be used to "chart the course" for your community college for the next decade.

We realize that we are asking a lot, but your thoughts and ideas are greatly valued. We will be happy to answer any questions.

Sincerely,

Hugh M. Mills, Jr.
President

HMMJR/ms

AN AFFIRMATIVE ACTION EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY INSTITUTION

APPENDIX G

GAINESVILLE JUNIOR COLLEGE
Survey of High School Students

Gainesville Junior College is conducting a survey to assess how well we are meeting the needs of the community. We have the responsibility of being sensitive to changing student needs, and must adapt readily to meet those needs. As a high school student, we would like to know your perception of student needs, how well the College is or is not meeting these needs, and your suggestions for the improvement of our services.

1. Which high school do you attend?

___ 1. Buford
___ 2. Central Gwinnett
___ 3. Commerce
___ 4. East Hall
___ 5. Forsyth County
___ 6. Gainesville
___ 7. Jackson County
___ 8. Jefferson
___ 9. Johnson
___10. North Gwinnett
___11. North Hall
___12. Winder-Barrow

2. What is your sex?

___ 1. Female
___ 2. Male

3. Do you plan to attend college?

___ 1. Yes
___ 2. No
___ 3. Don't know

4. Has a representative from Gainesville Junior College been to your school in the last year?

___ 1. Yes
___ 2. No
___ 3. Don't know

5. How much have you heard about Gainesville Junior College?

___ 1. A lot

___ 2. A moderate amount

___ 3. Very little

___ 4. Nothing

6. Did you know that high school students, upon the recommendation of their high school counselor, may enroll in a course at Gainesville Junior College before they graduate from high school?

___ 1. Yes

___ 2. No

7. Have you talked with any of the following about going to college?

		YES	NO
A. Parents	7.	___	___
B. Relatives other than parents	8.	___	___
C. High school counselor	9.	___	___
D. Faculty member other than counselor	10.	___	___
E. PROBE	11.	___	___
F. Gainesville Junior College representative	12.	___	___
G. A representative from another college	13.	___	___
H. Gainesville Junior College students	14.	___	___
I. Friends	15.	___	___
J. Other.	16.	Specify______________________	
K. I have not talked with anyone.	17.	___	___

8. What kind of job do you feel Gainesville Junior College is doing in the following areas?

		Excellent 1	Above Average 2	Average 3	Poor 4	Very poor 5	Don't know 6
A. Giving students knowledge	18.	___	___	___	___	___	___
B. Motivating students to learn	19.	___	___	___	___	___	___
C. Providing personalized education for students who need to strengthen academic backgrounds before attempting college-level work	20.	___	___	___	___	___	___
D. Preparing students to go on to a four-year college or university	21.	___	___	___	___	___	___
E. Preparing students with specific skills for a job	22.	___	___	___	___	___	___

9. Did you know that in addition to the college transfer programs, Gainesville Junior College offers the following two year career programs?

		YES	NO
A. Accounting Technology	23.	___	___
B. Applied Science (Joint programs with Lanier Tech)	24.	___	___
C. Business Management	25.	___	___
D. Criminal Justice	26.	___	___
E. Early Childhood Education	27.	___	___
F. Fashion Merchandising	28.	___	___
G. Marketing and Distribution	29.	___	___
H. Medical Laboratory Technology	30.	___	___
I. Secretarial Science	31.	___	___
J. Social Work	32.	___	___

10. What is your rating of each of the following?

		Excellent 1	Good 2	Fair 3	Poor 4	Very poor 5	Don't know 6
A. The academic reputation of Gainesville Junior College	33.	___	___	___	___	___	___
B. Musical activities	34.	___	___	___	___	___	___
C. Drama presentations	35.	___	___	___	___	___	___
D. Art activities	36.	___	___	___	___	___	___
E. Financial aid for students	37.	___	___	___	___	___	___
F. Guidance and counseling services	38.	___	___	___	___	___	___
G. Appearance of buildings and grounds	39.	___	___	___	___	___	___
H. Athletic facilities	40.	___	___	___	___	___	___
I. Library	41.	___	___	___	___	___	___
J. PROBE or recruitment activities	42.	___	___	___	___	___	___

11. Should student housing be made available at GJC?

___ 1. Yes

43.

___ 2. No

12. What educational experiences or other services should Gainesville Junior College provide that it is not now providing?

____

____

____

APPENDIX H

GAINESVILLE JUNIOR COLLEGE
Survey of Counselors

Gainesville Junior College is conducting a survey to assess how well we are meeting the needs of the community. We have the responsibility of being sensitive to changing student needs, and must adapt readily to meet those needs. As one who has direct contact with students on a secondary level, we would like to know your perception of the needs of those students, how well the College is or is not meeting these needs, and your suggestions for the improvement of our services.

OUR FORMAL PURPOSE is to provide a broad range of educational experiences and cultural activities to the community which we serve. This institution, in response to the changing needs of the community and in keeping with our role as a unit of the University System of Georgia, seeks to provide a variety of academic, career, practical, recreational, and other programs for all persons who wish to further their formal education, enrich their lives and broaden their personal understanding.

1. From the purpose statement above, GJC has developed four major programs. For each of these programs listed below, please indicate how well you feel GJC is operating each program, using the scale:

1 = Excellent
2 = Above average
3 = Average
4 = Poor
5 = Very poor
6 = Don't know

Transfer programs for students who wish to transfer to senior institutions to continue their education. 1.___

Career programs for students who do not plan to go beyond two years of college but who wish to acquire additional liberal education along with career opportunities and personal improvement. 2.___

Personalized Education Program for students who need to strengthen their academic backgrounds before attempting college-level work. 3.___

Continuing Education-Public Service programs for persons who wish to further their education, enrich their cultural lives, and broaden their personal understandings through short courses, workshops, seminars, and conferences. 4.___

2. What is your rating of each of the following?

			1 Excellent	2 Above average	3 Average	4 Poor	5 Very poor	6 Don't know
A.	The academic reputation of Gainesville Junior College	5.						
B.	The effectiveness of assisting students in making the transition from high school to college.	6.						
C.	The college administration's leadership	7.						
D.	Gainesville Junior College's relationship with the community	8.						
E.	Recreational facilities	9.						
F.	Musical activities	10.						
G.	Drama presentations	11.						
H.	Financial aid for students	12.						
I.	Guidance and counseling services	13.						
J.	Appearance of buildings and grounds	14.						
K.	Admission process	15.						
L.	PROBE or recruitment activities	16.						
M.	Art activities	17.						
N.	Library	18.						

O. Comments:

3. Did you know that in addition to the college transfer programs, Gainesville Junior College offers the following two-year career programs?

	Yes	No
Accounting Technology	19.___	___
Applied Science (Joint programs with Lanier Tech)	20.___	___
Business Management	21.___	___
Criminal Justice	22.___	___
Early Childhood Education	23.___	___
Fashion Merchandising	24.___	___
Marketing and Distribution	25.___	___
Medical Laboratory Technology (Joint program with North Georgia Tech)	26.___	___
Secretarial Science (Joint program with Lanier Tech)	27.___	___
Social Work	28.___	___

4. What do you consider GJC's strongest points to be?

5. List some ways GJC could improve.

6. What educational experiences or other services should GJC provide that it is not now providing?

____

____

____

7. Check the number of years you have been employed in counseling.

____1. 1

____2. 2 - 5

____3. 6 - 10

____4. 11 - 15

____5. 15 - 20

____6. Over 20

8. What is your sex?

____1. Female

____2. Male

9. Did you attend GJC or any other junior college?

____ GJC

____ Other junior college. Which one?

____

GAINESVILLE JUNIOR COLLEGE
University System of Georgia
GAINESVILLE, GEORGIA 30501
Office of the President

Letter to High School Principals

January 31, 1980

Dear

Gainesville Junior College needs your help. We are conducting a survey to assess how well we are meeting the needs of the community we serve. A vital part of our study will include information from the area high schools. We are interested in knowing what the schools think we are doing well and also what we need to do to improve.

Our plan is to survey the counselors and a number of the seniors in the eleven high schools from which the majority of our students come. Your school is one that we feel can give us valuable information. We want to gather this information in a way that will be the least inconveniencing to you.

Since we would like to have input on the best way to select the students and administer the questionnaires, we would like to invite your counselor to a luncheon at the College on Wednesday, February 20. Before we issue this invitation, we want your approval. If there is any reason you prefer not to participate, please call my office at 536-5226. If we do not hear from you, a representative from the College will call your counselor sometime during the week of February 11 to issue the invitation.

We appreciate all the students we get from Buford High and want to do everything we can to insure them a quality education.

Sincerely,

Hugh M. Mills, Jr.
President

HMMJr/ms

APPENDIX J

GAINESVILLE JUNIOR COLLEGE

COMMUNITY IMPACT STUDY

SPRING 1980

TELEPHONE INTERVIEW OF ALUMNI

DATE ____________________ INTERVIEW NO. ________

INTERVIEWER ______________ RESPONDENT NO. _______

REVIEWER ________________

IDENTIFICATION

Name ____________________ Sex _____ Race ___________

Address __________________ Age at last birthday ____

County ___________________ No. quarters attended ____

Phone No. ________________ Last quarter ____________

Dimensions: Evaluation of past programs (class and extra class); college image; college needs/problems; evaluation of present programs and facilities.

A. EVALUATION OF PAST PROGRAMS AND USE OF EXTRACLASS OPPORTUNITIES

1. Have you attended another educational institution since the last time you attended GJC?

____(1) No (IF "NO," GO ON TO QUESTION 4)
____(2) Yes (IF "YES," FOLLOW UP WITH:)

2. What schools did you attend? AND WRITE NAMES IN SPACES BELOW

____

____

3. THEN ASK, How do you rate the academic training you received so far as it relates to your college or technical school work after you left GJC? Rate this on a scale from 1 to 5 with CHECK RESPONSE .

____(1) Excellent
____(2) Above average
____(3) Average
____(4) Poor
____(5) Very poor

NOW GO ON TO QUESTION 7

4. IF RESPONDENT SAID "NO" TO QUESTION 1, ASK: "Are you currently employed?"

____(1) No...(IF "NO," GO ON TO QUESTION 7)
____(2) Yes..(IF "YES," FOLLOW UP WITH:)

5. Is your field of employment in the same or a related area as your training at GJC?

____(1) Same (GO ON TO QUESTION 6)
____(2) Related (GO ON TO QUESTION 6)
____(3) Neither (GO ON TO QUESTION 7)

6. How do you rate the academic training you received at GJC insofar as it relates to your present employment? Again use the 1 to 5 rating scale.

____(1) Excellent
____(2) Above average
____(3) Average
____(4) Poor
____(5) Very poor

7. While you were attending GJC, did you participate in any extra-class activities?

____(1) No...(IF "NO," GO ON TO QUESTION 9)
____(2) Yes..(IF "YES," FOLLOW WITH

8. Please tell me which of these you participated in (AND READ THE FOLLOWING LIST PLACING A CHECK FOR EACH YES)

____(1) Intramurals
____(2) Intercollegiate athletics (golf, tennis, etc.)
____(3) Drama
____(4) Music
____(5) Art
____(6) Clubs
____(7) Student Government
____(8) Student Publications
____(9) Other________________________________
____

B. COLLEGE IMAGE/EVALUATION

9. What do you consider GJC's strongest points? (LIST UP TO THREE OF ANY GIVEN, BUT YOU NEED NOT RANK)

1. ____
2. ____
3. ____

10. Would you recommend GJC to a high school student?

COMMENTS, IF ANY

____(1) No

____(2) Yes

C. COLLEGE NEEDS AND PROBLEMS

11. No college is perfect, of course. Would you please tell me some ways you think GJC could improve? (LIST UP TO THREE OR ANY GIVEN, BUT YOU NEED NOT RANK)

1. ____
2. ____
3. ____

D. EVALUATION/USE OF PRESENT PROGRAMS AND FACILITIES

12. Have you attended any GJC Public Service/Continuing Education course or workshops since you left college?

____(1) No...(IF "NO," GO ON TO QUESTION 16

____(2) Yes..(IF "YES," ASK THE FOLLOWING AND CHECK ANY RESPONSES GIVEN)

NO	YES		
____	____	13.	Because of your personal interest?
____	____	14.	To obtain a specific job skill?
____	____	15.	For some other reason (LIST BELOW)

16. Have you had an opportunity to visit the GJC campus in the past two years?

____(1) No... (IF "NO,". GO ON TO QUESTION 23)
____(2) Yes.. (IF "YES," CONTINUE WITH) Would you please tell me under what circumstances you visited the campus. I will read some reasons and you can tell me either "Yes" or "No" for each one.

NO	YES		
____	____	17.	Athletic event
____	____	18.	Use recreational facilities
____	____	19.	Entertainment event (play or music program)
____	____	20.	College related meeting (such as GJC Career Program Advisory Meeting, Foundation Dinner, etc.)
____	____	21.	Non-college related meeting (Civic club, social club, etc.)
____	____	22.	Attend academic-credited course
____	____	23.	Library
____	____	24.	Guidance Center
____	____	25.	Other, such as ____________________ ____________________ ____________________

E. COLLEGE NEEDS AND PROBLEMS

In your own opinion, should we be offering academic classes?

NO	YES		
____	____	26.	From 7-8 AM?
____	____	27.	From 11AM - 12 Noon?
____	____	28.	From 4-6 PM?
____	____	29.	From 5-7 PM?
____	____	30.	Saturday mornings?
____	____	31.	Friday-Saturday combination?

APPENDIX K

QUESTIONS WHICH WILL BE COVERED IN THE TELEPHONE INTERVIEW

A. Evaluation of Past Programs and Use of Extra-Class Opportunities

1. Have you attended another educational institution since the last time you attended GJC?

2. If so, what school(s) did you attend?

3. How do you rate the academic training you received at GJC insofar as it relates to your college work after you left GJC?

    _____ 1. Excellent
    _____ 2. Above average
    _____ 3. Average
    _____ 4. Poor
    _____ 5. Very poor

4. If you did not attend another educational institution, are you currently employed?

    _____ 1. Yes
    _____ 2. No

5. If you are currently employed, is your field of employment in the same or a related area as your training at GJC?

    _____ 1. Same
    _____ 2. Related
    _____ 3. Neither

6. If you said "Same or Related", how do you rate the academic training you received at GJC insofar as it relates to your present employment?

    _____ 1. Excellent
    _____ 2. Above average
    _____ 3. Average
    _____ 4. Poor
    _____ 5. Very poor

7. While you were attending GJC, did you participate in any extracurricular activities?

    _____ 1. Yes
    _____ 2. No

8. If "yes", in which of the following did you participate?

_____ 1. Intramurals
_____ 2. Intercollegiate athletics
_____ 3. Drama
_____ 4. Music
_____ 5. Art
_____ 6. Clubs
_____ 7. Student government
_____ 8. Student publications
_____ 9. Other, such as ______________________________
____

B. College Image/Evaluation

9. What do you consider GJC's strongest points? (List up to three, but need not rank).

10. Would you recommend GJC to a high school senior?

_____ 1. Yes
_____ 2. No

If you have reservations or qualifications, we would like to know them.

C. College Needs and Problems

11. List up to 3 ways you think GJC could improve.

12. Have you attended any Public Service/Continuing Education short courses sponsored by GJC since you left the college?

_____ 1. Yes
_____ 2. No

If your answer is "Yes", was your purpose

_____ 13. Interest

_____ 14. Gain a job skill

_____ 15. Other such as ______________________________

16. Have you been on the GJC campus in the last two years?

_____ 1. Yes
_____ 2. No

_____ 17. Athletic event

_____ 18. Use recreational facilities

_____ 19. Entertainment event

_____ 20. College related meeting (such as Foundation dinner, Career Advisory Committee, etc.)

______ 21. Non-college related meeting (civic, club, social club, etc.)

______ 22. Attend academic-credited course.

______ 23. Library

______ 24. Guidance Center

______ 25. Other, such as ____________________

D. College Needs and Problems

In your opinion, should we be offering academic classes

______ 26. From 7-8 A.M.

______ 27. From 11-12 Noon

______ 28. From 4-6 P.M.

______ 29. From 5-7 P.M.

______ 30. Saturday mornings

______ 31. Fri/Sat combination

32. Do you think GJC should make some kind of student housing available?

APPENDIX L

Letter Sent to Alumni

GAINESVILLE JUNIOR COLLEGE
University System of Georgia
GAINESVILLE, GEORGIA 30501

Office of the President

February 15, 1980

Route 11, Box 202, Poplar Springs Road
Gainesville, Georgia 30501

Dear Ms. Martin:

Gainesville Junior College is currently conducting a survey to assess the impact GJC has on our community. As a former student, your viewpoint will be most valuable to us. You are the one who knows how well you were prepared, what you liked or disliked while you were here, and this is why we are asking your cooperation.

We are planning a telephone interview of a sample of alumni to give you an opportunity to react to some questions we need to ask. In order to prevent your being caught "cold", we are enclosing a copy of the questions. The interview should not take more than five minutes.

Our list of alumni is not up-to-date as to addresses or phone numbers. If either the address and/or your phone number (532-6626) is incorrect, will you please call 536-5226, ext. 213 and give us the correct information.

We plan to call primarily between 7 P.M. and 9 P.M. during the weeks of February 25 and March 3, but if we are unable to reach you during these hours, we will try a daytime call.

Sincerely,

Hugh M. Mills, Jr.
President

HMMJr/mh

AN AFFIRMATIVE ACTION/EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY INSTITUTION

APPENDIX M

Alumni Segment

Directions to Interviewers

1. Take a minute or two to establish rapport. State who you are, ask if they received the letter about the survey and for their cooperation. You might say, "Do you have the letter at hand? Would you like to go get it?" Emphasize that their comments will be strictly confidential.

2. Check the name and address on the front of the questionnaire. (This is a chance for us to correct alumni addresses.) If any time during the interview you could get their present age, it would be a timesaver to us. Most don't mind telling, but feel your way here.

3. Practice on at least two people before beginning the actual calling.

4. Make a note of any comments. Where I have anticipated there might be some, I have left space but use the margin or the back of the sheet as needed. These are important to us.

5. If you have any difficulties, my office is Room 101 in the Science Classroom Building. If you can't find me, Miss Hermann or Dr. Seerley will relay your message.

6. Let's meet briefly next Tuesday, March 4, 1980, at 11:00 in ______________________________. At that time you can turn in any completed forms and I will have additional names to supplement where samples are too small.

APPENDIX N

GAINESVILLE JUNIOR COLLEGE
SELF-STUDY COMPREHENSIVE QUESTIONNAIRE
FOR
ADMINISTRATION AND FACULTY

INSTRUCTIONS: Please use the answer sheet for all answers. DO NOT MARK ON THE QUESTIONNAIRE.

The completed answer sheets and the questionnaire should be returned to the DEAN'S OFFICE BY NOON ON MAY 15 at which time your name will be checked off the master list.

Administration/Faculty Background

1. Indicate the appropriate category:

   1. Administration
   2. Faculty

2. If faculty, to which division/department do you report?

   1. Business
   2. Humanities
   3. Learning Resources
   4. Natural Science and Math
   5. Physical Education
   6. Social Science

3. What is your sex?

   1. Male
   2. Female

4. What is your age?

   1. Below 21
   2. 21-25
   3. 26-30
   4. 31-40
   5. 41-50
   6. Over 50

5. What is your ethnic background?

   1. American Indian
   2. Asian
   3. Black
   4. Hispanic
   5. Caucasian

6. How many years have you been employed at GJC?

   1. Fewer than 5 years
   2. 5 years, but fewer than 10
   3. 10 or more years

7. The HIGHEST level of formal education I received is

   1. Bachelor's degree
   2. Master's degree
   3. Specialist's degree
   4. Doctor's degree
   5. Other

I. NEEDS ASSESSMENT

Part 1.

On the separate answer sheet provided, please answer the following questions:

1. What do you consider to be GJC's strongest points?
   (List up to three, but you need not rank.)

2. No college is perfect, of course. Would you please list some ways GJC could improve.
   (List up to three ways, but you need not rank.)

3. Are there any additional specific courses and/or programs you think GJC should be offering? (1=yes, 2=no)
   If "yes," please specify.

In your opinion, should we be offering academic classes (1=yes, 2=no)

4. 7 - 8 a.m.?
5. 11 a.m. - 12 noon?
6. 4 - 6 p.m.?
7. 5 - 7 p.m.?
8. Saturday morning?
9. Friday/Saturday combination?
10. Any other? Specify.

Part 2

Answer the remainder of the questionnaire on Part 2 Answer Sheet by placing the appropriate number in the blank for your responses.

GJC's formal purpose is to provide a broad range of educational experiences and cultural activities to the community which we serve. This institution, in response to the changing needs of the community and in keeping with our roles as a unit of the University System of Georgia, seeks to provide a variety of academic, career, practical, recreational, and other programs for all persons who wish to further their formal education, enrich their lives and broaden their personal understanding.

From the purpose statement above, GJC has developed four major programs. For each of these programs listed below, please indicate how well you feel GJC is operating each. (1=excellent, 2=above average, 3=average, 4=poor, 5=very poor, 6=don't know)

1. Transfer programs for students who wish to transfer to senior institutions to continue their education.

2. Career programs for students who do not plan to go beyond two years of college but who wish to acquire additional liberal education along with career opportunities and personal enrichment.

3. Personalized Education Program for students who need to strengthen their academic backgrounds before attempting college-level work.

4. Continuing Education Programs for persons who wish to further their education, enrich their cultural lives, and broaden their personal understanding.

What degree of emphasis do you feel should be placed on each of these programs over the next five years? (1=very important, 2=important, 3=little importance, 4=no importance, 5=don't know)

5. Transfer
6. Career
7. Personalized Education
8. Continuing Education

How satisfied are you with each of the college services listed below? (1=very satisfied, 2=satisfied, 3=somewhat dissatisfied, 4=very dissatisfied, 5=no opinion) If you have never been involved with a particular service, indicate your answer as "5."

9. Registration procedure
10. Financial Aid Office
11. Counseling Center
12. Learning Resource Center
13. Orientation
14. Library
15. Athletic Program
16. Athletic facilities
17. Bookstore services
18. Food service
19. Drama/Theatre programs
20. Music programs
21. General entertainment (dances, concerts, etc.)
22. Faculty advisement
23. Student Activities (clubs and organizations)
24. Public Service/Continuing Education
25. Business Office services

How do you feel about the climate of each of the following relationships: (1=excellent, 2=above average, 3=average, 4=poor, 5=very poor, 6=no opinion)

26. Faculty-Students
27. Administration-Faculty
28. Staff-Students
29. Staff-Faculty
30. Staff-Administration
31. Student-Administration

Please indicate if you have been involved during the current school year in:

32. Volunteer Community services (excluding religious-related activities)

    1. No

    Yes... if "Yes," approximately how many groups/organizations have you donated your services to?

    2. one
    3. two
    4. three
    5. four
    6. five or more

33. Paid services to groups/organizations (such as consulting, workshops, etc.)

    1. No

    Yes...if "Yes" to approximately how many groups/organizations have you provided services?

    2. one
    3. two
    4. three
    5. four
    6. five or more

34. Religious-related activities. (1=yes, 2=no)

To how many organizations do you currently belong? Indicate the number.

35. Civic or fraternal
36. Religious
37. Professional
38. Other

APPENDIX O

GAINESVILLE JUNIOR COLLEGE

STAFF SELF-STUDY COMPREHENSIVE QUESTIONNAIRE

INSTRUCTIONS: Please use the answer sheet for all answers. DO NOT MARK ON THE QUESTIONNAIRE.

The completed answer sheets and the questionnaire should be returned to the DEAN'S OFFICE BY NOON ON MAY 15 at which time your name will be checked off the master list.

Staff Background

1. What is your sex?
    1. Male
    2. Female
2. What is your age?
    1. Below 21
    2. 21-25
    3. 26-30
    4. 31-40
    5. 41-50
    6. Over 50
3. What is your ethnic background?
    1. American Indian
    2. Asian
    3. Black
    4. Hispanic
    5. Caucasian
4. How many years have you been employed at GJC?
    1. Fewer than 5 years
    2. 5 years, but fewer than 10
    3. 10 or more years
5. The HIGHEST level of formal education I received is
    1. eighth grade or less
    2. some high school
    3. high school graduate
    4. some technical school
    5. technical school graduate
    6. some college
    7. junior college graduate
    8. Bachelor's degree
    9. other

NEEDS ASSESSMENT

Part A

On the SEPARATE answer sheet provided, please answer the following questions.

1. What do you consider to be GJC's strongest points?
   (List up to three, but you need not rank.)
2. No college is perfect, of course. Would you please list
   some ways GJC could improve.
   (List up to three ways, but you need not rank.)
3. Are there any additional specific courses and/or programs
   you think GJC should be offering? (1=yes, 2=no)
   If "yes," please specify.

In addition to the current academic schedule, should we be offering academic classes (1=yes, 2=no)

4. 7 - 8 a.m.?
5. 11 a.m. - 12 noon?
6. 4 - 6 p.m.?
7. 5 - 7 p.m.?
8. Saturday morning?
9. Friday/Saturday combination?
10. Any other? Specify.

Answer the remainder of the questionnaire on Answer Sheet 1 by placing the appropriate number in the blank for your responses.

Part B

GJC's formal purpose is to provide a broad range of educational experiences and cultural activities to the community which we serve. This institution, in response to the changing needs of the community and in keeping with our roles as a unit of the University System of Georgia, seeks to provide a variety of academic, career, practical, recreational, and other programs for all persons who wish to further their formal education, enrich their lives and broaden their personal understanding.

From the purpose statement above, GJC has developed four major programs. For each of these programs listed below, please indicate how well you feel GJC is operating each. (1=excellent, 2=above average, 3=average, 4=poor, 5=very poor, 6=don't know)

1. Transfer programs for students who wish to transfer to senior institutions to continue their education
2. Career programs for students who do not plan to go beyond two years of college but who wish to acquire additional liberal education along with career opportunities and personal enrichment
3. Personalized Education Program for students who need to strengthen their academic backgrounds before attempting college-level work
4. Continuing Education Programs for persons who wish to further their cultural lives, and broaden their personal understanding

What degree of emphasis do you feel should be placed on each of these programs over the next five years? (1=very important, 2=important, 3=little importance, 4=no importance, 5=don't know)

5. Transfer
6. Career
7. Personalized Education
8. Continuing Education

How satisfied are you with each of the college services listed below? (1=very satisfied, 2=satisfied, 3=somewhat dissatisfied, 4=very dissatisfied, 5=no opinion)

9. Registration procedure
10. Financial Aid Office
11. Counseling Center
12. Learning Resource Center/Library
13. Student Orientation
14. Registrar's Office
15. Athletic Program
16. Athletic facilities
17. Bookstore services
18. Food service
19. Drama/Theatre programs
20. Music programs
21. General entertainment
22. Faculty advisement of students
23. Student Activities (clubs and organizations)
24. Public Service/Continuing Education
25. Business Office

How do you feel about the climate of each of the following relationships: (1=excellent, 2=above average, 3=average, 4=poor, 5=very poor, 6=no opinion)

26. Faculty-Students
27. Administration-Faculty
28. Staff-Students
29. Staff-Faculty
30. Staff-Administration
31. Student-Administration

Please indicate if you have been involved during the current school year in:

32. Paid services to groups/organizations (such as consulting, workshops, etc.)

    1. No

    Yes...if "Yes" to approximately how many groups/organizations have you provided services?

    2. one
    3. two
    4. three
    5. four
    6. five or more

33. Academic related services (such as judging fairs, speaking before civic and other groups)

    1. No

    Yes...if "Yes," approximately how many groups/organizations have you provided services?

    2. one
    3. two
    4. three
    5. four
    6. five or more

34. Volunteer Community services (such as participating in musical groups, excluding religious-related activities)

    1. No

    Yes...if "Yes," approximately how many groups/organizations have you donated your services to?

    2. one
    3. two
    4. three
    5. four
    6. five or more

35. Religious-related activities. (1=yes, 2=no)

To how many organizations do you currently belong? Indicate the number.

36. Civic or fraternal
37. Religious
38. Professional
39. Other

APPENDIX P

GAINESVILLE JUNIOR COLLEGE
Survey of Students
Original Questionnaire

ABOUT GAINESVILLE JUNIOR COLLEGE

1. What do you consider Gainesville Junior College's strongest points to be?

2. List some ways Gainesville Junior College could improve.

GJC's formal purpose is to provide a broad range of educational experiences and cultural activities to the community which we serve. This institution, in response to the changing needs of the community and in keeping with our role as a unit of the University System of Georgia, seeks to provide a variety of academic, career, practical, recreational, and other programs for all persons who wish to further their formal education, enrich their lives and broaden their personal understanding.

3. From the purpose statement above, GJC has developed four major programs. For each of these programs listed below, please indicate how well you feel GJC is operating each program, using the scale

1 = Excellent
2 = Above Average
3 = Average
4 = Poor
5 = Very Poor
6 = Dont Know

Transfer programs for students who wish to transfer to senior institutions to continue their education. 1.____

Career programs for students who do not plan to go beyond two years of college but who wish to acquire additional liberal education along with career opportunities and personal improvement. 2.____

Personalized Education Program for students who need to strengthen their academic backgrounds before attempting college-level work. 3.____

Continuing Education/Public Services Programs for persons who wish to further their education, enrich their cultural lives, and broaden their personal understanding. 4.____

ABOUT GJC'S IMPACT ON YOU AS A STUDENT.

4. Generally I am satisfied with the instruction at GJC.

5. 1. ___ Yes
2. ___ No
3. ___ No Opinion

Comments:____________________________________

____

5. How satisfied are you with your experience at GJC in each of the following areas? (Check one answer for each statement.)

Very Satisfied______________________________
Somewhat Satisfied__________________________
Somewhat Dissatisfied_______________________
Very Dissatisfied___________________________

a. Your overall impression of the required courses in your program. 6. __ __ __ __

b. The overall quality of instruction. 7. __ __ __ __

c. Availability of courses offered. 8. __ __ __ __

d. The accessability of instructors. 9. __ __ __ __

e. Helpfulness of instructors in assisting you with career plans. 10. __ __ __ __

6. Using the following options, indicate whether GJC is helping you to meet each of the following goals:

1 = Yes
2 = No
3 = No opinion

My personal goals 11.___
My career goals 12.___
My academic goals 13.___

Comments: ____

____

7. How satisfied are you with each of the college services/activities listed below? (If you have never used a particular service, check the first column and do not rate the item.)

Very Satisfied
Somewhat Satisfied
Somewhat Dissatisfied
Very Dissatisfied
Never Used This Service

			5	4	3	2	1
a.	Registration Procedure	14.	___	___	___	___	___
b.	Financial Aid Office	15.	___	___	___	___	___
c.	Counseling Center	16.	___	___	___	___	___
d.	Learning Resource Center	17.	___	___	___	___	___
e.	Orientation	18.	___	___	___	___	___
f.	Library Services	19.	___	___	___	___	___
g.	Athletic Facilities	20.	___	___	___	___	___
h.	Athletic Program	21.	___	___	___	___	___
i.	Bookstore Services	22.	___	___	___	___	___
j.	Food Service	23.	___	___	___	___	___
k.	Drama/Theatre Programs	24.	___	___	___	___	___
l.	Music Programs	25.	___	___	___	___	___
m.	General Entertainment (dances, concerts, etc.)	26.	___	___	___	___	___
n.	Faculty Advisement	27.	___	___	___	___	___
o.	Instructor/Student Relationship	28.	___	___	___	___	___

8. What impact has attending GJC had on your sense of your own worth?

1. ___ A very positive impact
2. ___ A positive impact
29. 3. ___ A negative impact
4. ___ A very negative impact
5. ___ Not sure

9. Rate the importance of the following goals.

Very important
Important
Little importance
No importance
Undecided

5 4 3 2 1

a. To increase my knowledge in my academic field. 30. ___ ___ ___ ___ ___

b. To discover my vocational interest. 31. ___ ___ ___ ___

c. To prepare for a new career. 32. ___ ___ ___ ___

d. To improve my knowledge and skills required in my present job. 33. ___ ___ ___ ___

e. To increase my chances for a possible raise and/or promotion in my present job. 34. ___ ___ ___ ___

f. To learn specific skills that will enrich my daily life. 35. ___ ___ ___ ___

g. To improve my ability to get along with people. 36. ___ ___ ___ ___

h. To become actively involved in student life and campus activities. 37. ___ ___ ___ ___

i. To increase my participation in cultural and social events. 38. ___ ___ ___ ___

j. To improve my self image. 39. ___ ___ ___ ___

k. To meet people. 40. ___ ___ ___ ___

l. To improve my leadership skills. 41. ___ ___ ___ ___

m. Other (please specify). 42. ___ ___ ___ ___

10. Below are some reasons that might have influenced your decision to attend GJC. Please check (✓) the appropriate answer.

		YES	NO
A high school guidance counselor advised me.	43.	___	___
A teacher or friend advised me.	44.	___	___
The College's academic reputation attracted me.	45.	___	___
Someone who had been here before advised me to go.	46.	___	___
The College offers the courses I'm interested in.	47.	___	___
The College has low cost.	48.	___	___
I can live at home.	49.	___	___
An employer suggested attending.	50.	___	___
I received information from a representative of the College.	51.	___	___
I can work while I go to college.	52.	___	___
Campus is conveniently located.	53.	___	___
The range of student services attracted me.	54.	___	___
A number of my friends were attending.	55.	___	___
I received information in the mail about this College.	56.	___	___
I read about the College in the newspaper.	57.	___	___
I heard about the College on the TV or radio.	58.	___	___
I saw some printed materials from the College.	59.	___	___
Classes are offered at convenient times.	60.	___	___
Other (please specify).	61.	___	___

11. Do you think GJC should make some kind of student housing available?
_____(1) No
_____(2) Yes
62. _____(3) Don't know
_____(4) No opinion
Comments____
____
____

12. Please check ( ) your age category.
1._____Under 18
2._____18-24
63. 3._____25-34
4._____35-49
5._____50-62
6._____63 or over

13. What is your sex?
1._____Female
64. 2._____Male

14. What is your ethnic background?
1. _____American Indian
2. _____Asian
65. 3. _____Black
4. _____Hispanic
5. _____Caucasian

15. Is this your first term at GJC?
1. _____Yes
66. 2. _____No

16. Which Academic Division have you been assigned to?
___ Humanities
___ Social Sciences
___ Math and Science
67. ___ Business
___ PEP
___ PE
___ Don't know

17. Please indicate the number of quarters attended including the current one.
1. ___ One
2. ___ Two
68. 3. ___ Three
4. ___Four
5. ___ Five
6. ___ Six
7. ___ Seven
8. ___ Eight or more

18. I take classes
1. ___during the day.
69. 2. ___during the evening.
3. ___both day and evening.

19. Currently I am enrolled
1. ___ 1-6 hours
2. ___ 7-11 hours
70. 3. ___ 12-15 hours
4. ___ 16 or more hours

APPENDIX Q

GAINESVILLE JUNIOR COLLEGE

SELF-STUDY COMPREHENSIVE QUESTIONNAIRE

FOR

STUDENTS

INSTRUCTIONS: Please use the answer sheet for all answers. DO NOT MARK ON THE QUESTIONNAIRE.

Background Information

1. Indicate your age category by placing the correct number on answer sheet 1.

    1. Under 18
    2. 18-24
    3. 25-34
    4. 35-49
    5. 50-62
    6. 63 or over

2. What is your sex?

    1. Male
    2. Female

3. What is your ethnic background?

    1. American Indian
    2. Asian
    3. Black
    4. Hispanic
    5. Caucasian

4. Is this your first quarter at GJC?

    1. Yes
    2. No

5. Which Academic Division have you been assigned to?

    1. Humanities
    2. Social Sciences
    3. Math and Science
    4. Business
    5. PEP
    6. PE
    7. Don't Know

6. Please indicate the number of quarters attended including the current one.

    1. One
    2. Two
    3. Three
    4. Four
    5. Five
    6. Six
    7. Seven
    8. Eight or more

7. I take classes

    1. during the day.
    2. during the evening.
    3. both day and evening.

NEEDS ASSESSMENT

Part A

On the SEPARATE answer sheet (Answer Sheet 2) provided, please answer the following questions:

---

1. What do you consider Gainesville Junior College's strongest points to be?
2. List some ways Gainesville Junior College could improve.

Answer the remainder of the questionnaire on Answer Sheet 1

Part B

GJC's formal purpose is to provide a broad range of educational experiences and cultural activities to the community which we serve. This institution, in response to the changing needs of the community and in keeping with our role as a unit of the University System of Georgia, seeks to provide a variety of academic, career, practical, recreational, and other programs for all persons who wish to further their formal education, enrich their lives and broaden their personal understanding.

From the purpose statement above, GJC has developed four major programs. For each of these programs listed below, please indicate how well you feel GJC is operating each. (1=excellent, 2=above average, 3=average, 4=poor, 5=very poor, 6=don't know)

1. Transfer programs for students who wish to transfer to senior institutions to continue their education
2. Career programs for students who do not plan to go beyond two years of college but who wish to acquire additional liberal education along with career opportunities and personal improvement
3. Personalized Education Program for students who need to strengthen their academic backgrounds before attempting college-level work
4. Continuing Education/Public Services Programs for persons who wish to further their education, enrich their cultural lives, and broaden their personal understanding

5. Generally I am satisfied with the instruction at GJC. (1=yes, 2=no, 3=no opinion)

How satisfied are you with your experience at GJC in each of the following areas? (1=very satisfied, 2=somewhat satisfied, 3=somewhat dissatisfied, 4=very dissatisfied)

6. Your overall impression of the required courses you have taken in your major

7. The overall quality of instruction

8. Availability of courses offered

9. The availability of instructors for discussion outside class

10. Helpfulness of instructors in assisting you with career plans

Using the following options, indicate whether GJC is helping you to meet each of the following goals. (1=yes, 2=no, 3=no opinion)

11. My personal goals
12. My career goals
13. My academic goals

How satisfied are you with each of the college services/activities listed below? If you have never used a particular service, write a "5" and do not rate the item.
(1=very satisfied, 2=somewhat satisfied, 3=somewhat dissatisfied, 4=very dissatisfied, 5=never used this service)

14. Registration procedure
15. Financial Aid Office
16. Counseling Center
17. Learning Resource Center
18. Orientation
19. Library Services
20. Athletic Facilities
21. Athletic Program
22. Bookstore Services
23. Food Service
24. Drama/Theatre Programs
25. Music Programs
26. General Entertainment (dances, concerts, etc.)
27. Faculty Advisement
28. Instructor/Student Relationship

29. What impact has attending GJC had on your sense of your own worth? (1=a very positive impact, 2=a positive impact, 3=a negative impact, 4=a very negative impact, 5=not sure)

Rate the importance of the following goals. (1=very important, 2=important, 3=little importance, 4=no importance, 5=undecided, 6=not applicable)

30. To increase my knowledge in my academic field
31. To discover my vocational interest
32. To prepare for a new career
33. To improve my knowledge and skills required in my present job
34. To increase my chances for a possible raise and/or promotion in my present job
35. To learn specific skills that will enrich my daily life

(1=very important, 2=important, 3=little importance, 4=no importance, 5=undecided, 6=not applicable)

36. To improve my ability to get along with people
37. To become actively involved in student life and campus activities
38. To increase my participation in cultural and social events
39. To improve my self-image
40. To meet people
41. To improve my leadership skills

Below are some reasons that might have influenced your decision to attend GJC. Please indicate the appropriate answer for each using 1=yes, 2= no.

42. A high school guidance counselor advised me.
43. A teacher or friend advised me.
44. The College's academic reputation attracted me.
45. Someone who had been here before advised me to go.
46. The College offers the courses I'm interested in.
47. The College has low cost.
48. I can live at home.
49. An employer suggested attending.
50. I received information from a representative of the College.
51. I can work while I go to college.
52. Campus is conveniently located.
53. The range of student services attracted me.
54. A number of my friends were attending.
55. I received information in the mail about this College.
56. I read about the College in the newspaper.
57. I heard about the College on the TV or radio.
58. I saw some printed materials from the College.
59. Classes are offered at convenient times.

60. Do you think GJC should make some kind of student housing available? (1=yes, 2=no, 3=don't know, 4=no opinion)

APPENDIX R

TRANSPARENCY MASTERS

WHAT IS A COMMUNITY IMPACT STUDY ?

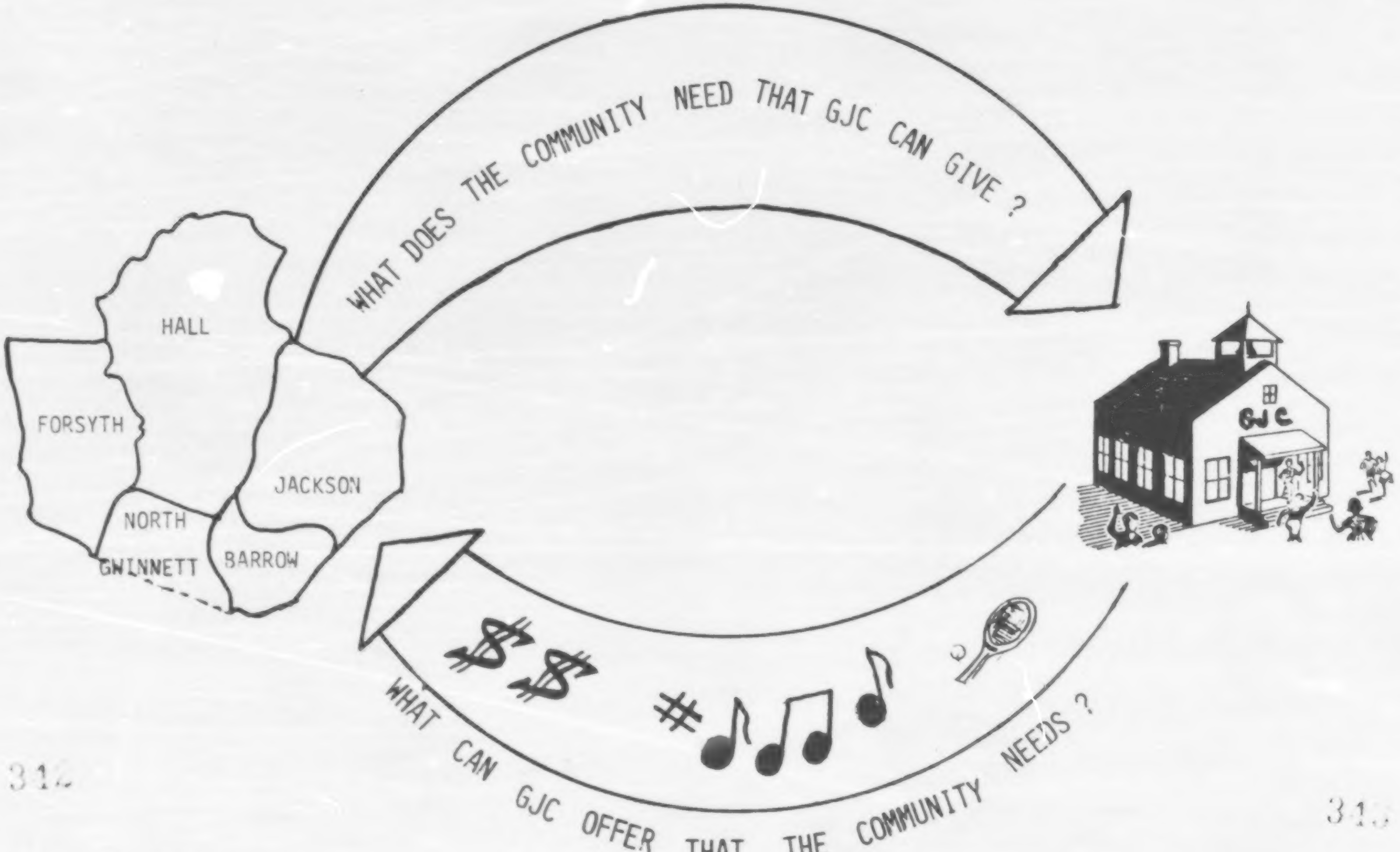
IT ANSWERS THE QUESTIONS -

(1) WHAT SORT OF EDUCATIONAL, SOCIAL, AND ECONOMIC IMPACT IS THE COLLEGE MAKING ?

(2) HOW WELL IS THE COLLEGE MEETING ITS STATED GOALS AND OBJECTIVES ?

(3) ARE THERE PROGRAMS AND SERVICES THE COMMUNITY NEEDS THAT THE COLLEGE IS NOT NOW PROVIDING ?

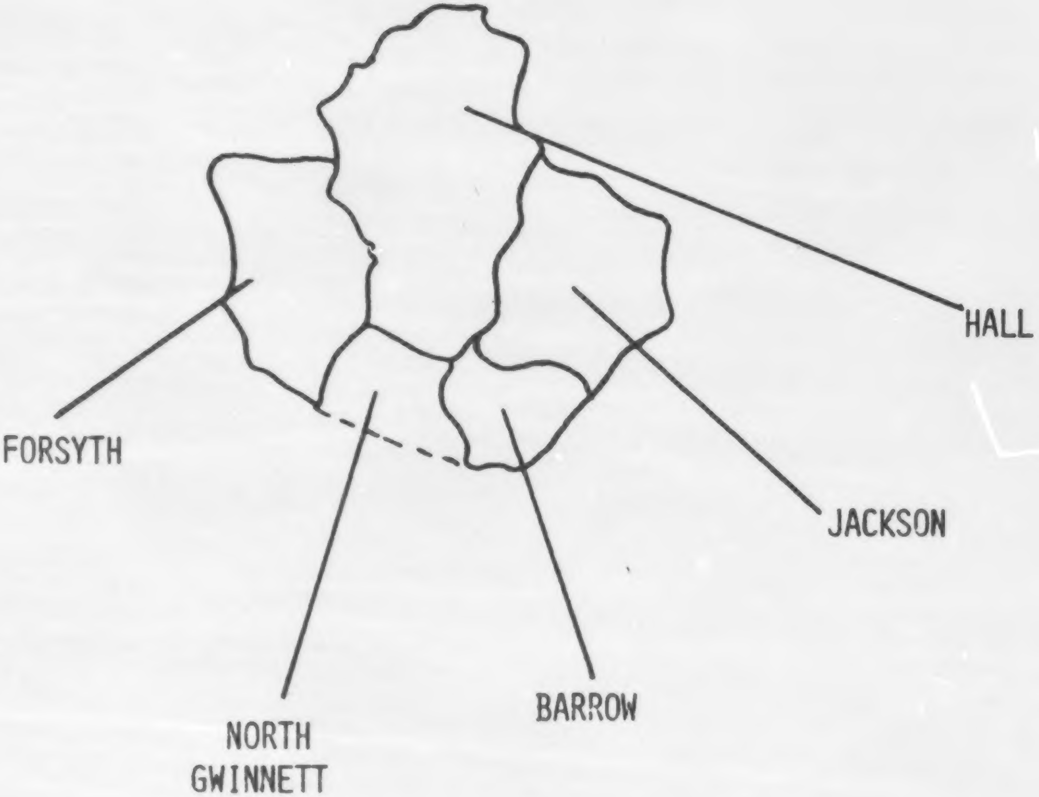
WHY IS GJC DOING A COMMUNITY IMPACT STUDY ?


HALL
FORSYTH
JACKSON
NORTH GWINNETT
BARROW
GJC

WHAT DOES THE COMMUNITY NEED THAT GJC CAN GIVE ?

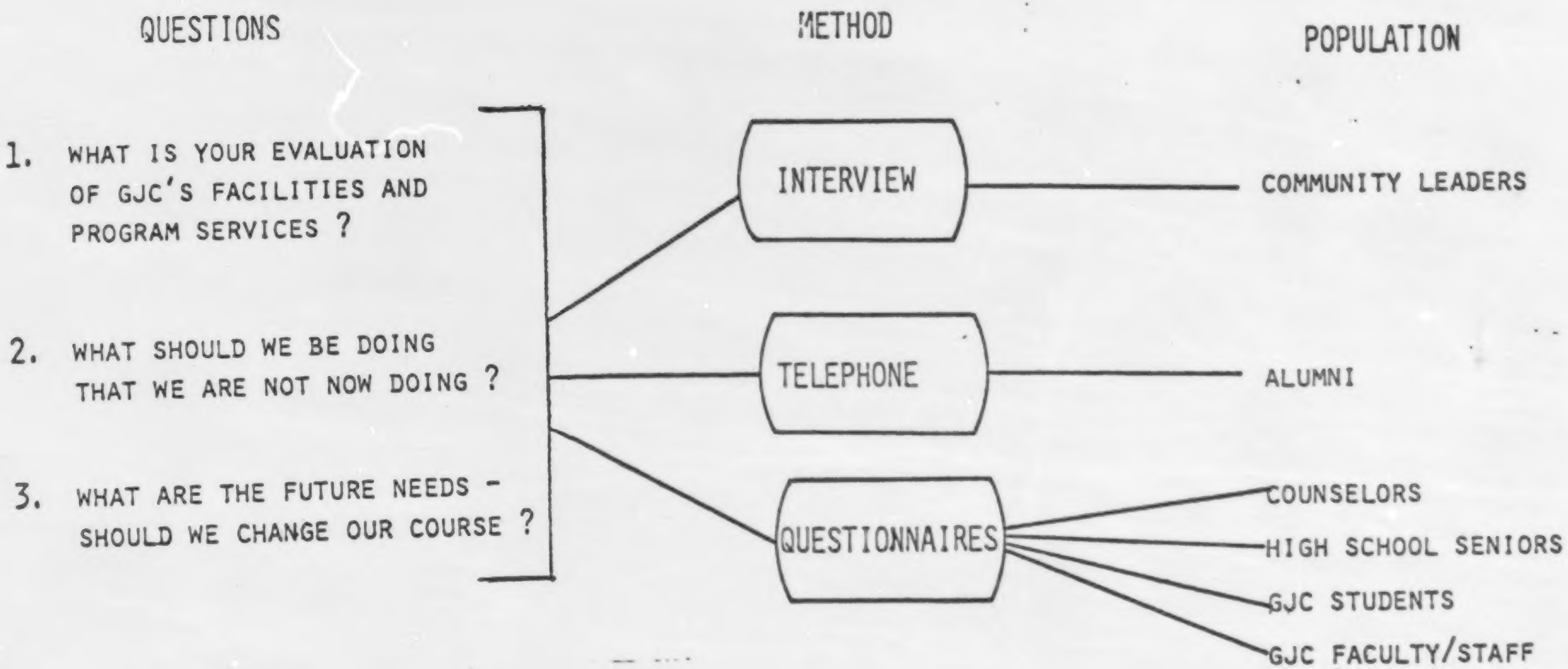
WHAT CAN GJC OFFER THAT THE COMMUNITY NEEDS ?

WHAT IS GJC'S "COMMUNITY" IN THIS STUDY ?


HALL
FORSYTH
JACKSON
BARROW
NORTH GWINNETT

80 % OF GJC'S STUDENTS COME FROM THIS " COMMUNITY ".

WHAT QUESTIONS WILL WE ASK AND HOW ?



QUESTIONS

METHOD

POPULATION

1. WHAT IS YOUR EVALUATION OF GJC'S FACILITIES AND PROGRAM SERVICES ?
2. WHAT SHOULD WE BE DOING THAT WE ARE NOT NOW DOING ?
3. WHAT ARE THE FUTURE NEEDS - SHOULD WE CHANGE OUR COURSE ?

INTERVIEW

TELEPHONE

QUESTIONNAIRES

COMMUNITY LEADERS

ALUMNI

COUNSELORS

HIGH SCHOOL SENIORS

GJC STUDENTS

GJC FACULTY/STAFF

WHO WILL PARTICIPATE ?

SIX POPULATIONS WILL BE SAMPLED AND INTERVIEWED

COMMUNITY LEADERS
HIGH SCHOOL COUNSELORS
HIGH SCHOOL SENIORS
ALUMNI
GJC STUDENTS
GJC FACULTY AND STAFF

WHAT IS OUR TIME TABLE?

JANUARY - GET READY

FEBRUARY - ORGANIZE ADVISORY COMMITTEES
PREPARE QUESTIONNAIRES
QUESTION LEADERS, HIGH SCHOOL COUNSELORS, HIGH SCHOOL STUDENTS, AND ALUMNI

MARCH - ANALYZE DATA COLLECTED
COLLECT ECONOMIC IMPACT STUDY DATA

APRIL - PREPARE QUESTIONNAIRES FOR STUDENTS, FACULTY AND STAFF

MAY - ADMINISTER STUDENT, STAFF, AND FACULTY QUESTIONNAIRES

JUNE - COORDINATE ALL REPORTS AND COMPILE FINAL REPORT

JULY 1 - FINAL REPORT !!!!!

HIGH SCHOOLS TO BE SURVEYED

HIGH SCHOOL	NUMBER OF SENIORS	NUMBER TO BE SURVEYED
BUFORD	70	12
CENTRAL GWINNETT	200	32
COMMERCE	114	18
EAST HALL	135	22
FORSYTH COUNTY	300	48
GAINESVILLE	190	30
JACKSON COUNTY	80	14
JEFFERSON	105	17
JOHNSON	330	53
NORTH GWINNETT	129	20
NORTH HALL	230	37
WINDER-BARROW	225	36
TOTALS	2108	339

REQUIRED SAMPLE IS 333 OUT OF 2000

WHAT TYPES OF QUESTIONS WILL BE ASKED ?

1. COMMUNITY NEEDS AND PROBLEMS
2. GENERAL COLLEGE IMAGE, EVALUATION
3. COLLEGE PROBLEMS
4. AWARENESS OF COLLEGE PROGRAMS, ACTIVITIES
5. EDUCATIONAL SERVICES, PROGRAMS NEEDED
6. RATING OF PROGRAMS, SERVICE, PERSONNEL, RELATIONSHIPS
7. COMMUNITY ORGANIZATIONAL STRUCTURE
8. GENERAL PERSONAL CHARACTERISTICS

HOW ARE COMMUNITY LEADERS IDENTIFIED ?

1. REPUTATIONAL APPROACH (TRUSTEES SERVED AS "NOMINATION PANEL")
    - (A) GENERAL LEADERS
    - (B) SPECIALIZED LEADERS
2. POSITIONAL APPROACH
3. "SNOWBALLING"

HOW WILL LEADERS BE QUESTIONED ?

PERSONAL INTERVIEW

WHO WILL INTERVIEW THE LEADERS ?

A UGA RESEARCH TEAM WILL DO MOST OF THE INTERVIEWING

WHERE WILL THE INTERVIEWING BE DONE ?

HALL COUNTY LEADERS - DOWNTOWN GAINESVILLE (CENTRAL
(CENTRAL LOCATION)

AREA LEADERS - MUTUALLY AGREED UPON LOCATION

HOW LONG WILL AN INTERVIEW TAKE ?

APPROXIMATELY THIRTY (30) MINUTES

WHEN WILL LEADERS BE INTERVIEWED ?

LAST WEEK IN FEBRUARY (HALL COUNTY)

FIRST TWO WEEKS IN MARCH (AREA COUNTIES)

HOW WILL LEADERS BE QUESTIONED ?

PERSONAL INTERVIEW

WHO WILL INTERVIEW THE LEADERS ?

A UGA RESEARCH TEAM WILL DO MOST OF THE INTERVIEWING

WHERE WILL THE INTERVIEWING BE DONE ?

HALL COUNTY LEADERS - DOWNTOWN GAINESVILLE (CENTRAL
(CENTRAL LOCATION)
AREA LEADERS - MUTUALLY AGREED UPON LOCATION

HOW LONG WILL AN INTERVIEW TAKE ?

APPROXIMATELY THIRTY (30) MINUTES

WHEN WILL LEADERS BE INTERVIEWED ?

LAST WEEK IN FEBRUARY (HALL COUNTY)
FIRST TWO WEEKS IN MARCH (AREA COUNTIES)

SUMMARY OF PROCEDURE

FOR

COMMUNITY LEADER STUDY

1. DETERMINE "COMMUNITY"
2. DETERMINE LEADERS
3. CONSTRUCT QUESTIONNAIRE DRAFT
4. ORGANIZE ADVISORY COMMITTEE
5. REVISE/PRETEST/REVISE QUESTIONNAIRE
6. INTERVIEW
7. TABULATE, ANALYZE, WRITE - UP
8. DISSEMINATE RESULTS

SUMMARY AND CONCLUSIONS

LOCATION

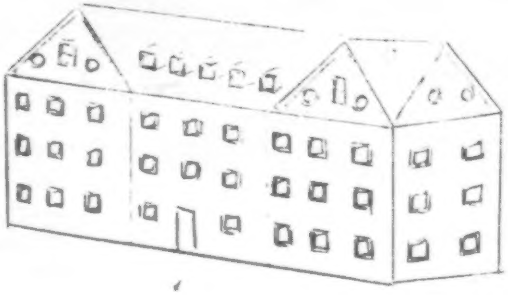
MUNDY MILL RD.
HALL COUNTY

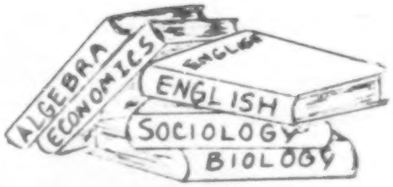
THE UNITED STATES OF AMERICA
P
ONE
ONE DOLLAR

LOW COST

GROUNDS

HOUSING NEEDED?




ALGEBRA
ECONOMICS
ENGLISH
ENGLISH
SOCIOLOGY
BIOLOGY

QUALITY PROGRAMS

ADMINISTRATION
&
FACULTY

INCREASE
AWARENESS LEVEL

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